

1947
FEBRUARY



IN SUNNY MEXICO

*Water color by
Morris Topchevsky*

The artist, now an instructor at Abraham Lincoln Center in Chicago, has long been interested in improving cultural relations with Latin America. He first exhibited his paintings in Mexico 20 years ago. He has lectured in Mexico in four consecutive annual seminars conducted by the Committee on Cultural Relations with Latin America.



The

AMERICAN TEACHER

GUARDING AGAINST GROUP PREJUDICE

American Brotherhood Week

February 17-23, 1947

(A release from the National Conference of Christians and Jews)

WE CANNOT AFFORD A DIVIDED AMERICA

To divide the United States along racial and religious lines, and so to conquer it, was the chief hope of our enemies during the war. In fact, it was the possibility that America could be thus weakened and disintegrated by conflict between group and group that gave the Axis the courage to embark on its catastrophic adventure. This Axis strategy was defeated. *But today we cannot afford division any more than we could during the war.* We have two great tasks before us: (1) to build a peaceful world; (2) to press forward on the home front to high production and prosperity. The achievement of both these goals becomes immeasurably more difficult if America is torn by racial and religious strife. A divided America seems weak in the eyes of the world and is disabled as a force for peace; nor can it successfully carry out great undertakings here at home. Both internationally and domestically, we need the same harmony among our various racial and religious groups that was the source of our strength in war.

THE THREAT EXISTS . . .

The fact must be squarely faced that racial and religious prejudice exists and that it threatens to lower our international prestige and hamper our postwar production. In ignorance of, or in contempt for, the American tradition of religious freedom and racial good-will, a significant percentage of Americans indicated in a recent public opinion poll that they might actively support drives to discriminate against Protestants, Jews, Catholics, or Negroes. An even larger percentage was "undecided." Yet a divided America, with Protestant against Catholic, Christian against Jew, white against black, native-born against foreign-born, could only serve both to break our production drive and announce to the world that our democracy has failed, thus stimulating the greed and aggressions of outlaws and adventurers everywhere.

. . . AND IS ESPECIALLY ACUTE NOW

What makes the danger of division especially acute at the present time is that many real problems now confront the American people—problems of housing for veterans and other civilians, jobs for the returning serviceman, strikes, shortages of food and household goods, rising costs of living. In the midst of postwar dislocations and unrest, when everyone naturally seeks to discover the causes and cures for what troubles him, the "scapegoat" technique of blaming all difficulties on one group or another is likely to pay off well. Political quacks and adventurers belonging to the "lunatic fringe" of American life seek to gain adherents and make easy money for themselves by diverting citizens from their real problems and attacking some racial or religious group as being "at the bottom of" the shortages, the strikes, or the rising prices. People who, out of indifference to American principles of racial and religious freedom, are "undecided" about prejudice, or who might support hate campaigns against Protestants or Jews, Catholics or Negroes, are potential confederates or dupes of such subversive forces.

WHAT WE CAN DO ABOUT IT

No one can prevent people from being prejudiced or hating their neighbors. We can, however, (1) recognize such antagonisms for what they are: *a danger to the nation that is particularly acute in the midst of postwar dislocations and unrest*; (2) isolate such antagonisms and quarantine them, prevent them from spreading and infecting the whole community; malicious slanders against groups of fellow Americans cannot be respected as "honest opinions"; (3) guard ourselves and our families against the danger of contracting prejudices and passing them on, however innocently—we can refuse to listen to or spread stories which discredit members of any race or religion—we can make sure that we judge our fellow-men by the character of their lives alone, and not on the basis of their race or religion—we can keep our children from absorbing prejudice.

The American Teacher

Published by
The American Federation of Teachers

AFFILIATED WITH THE
AMERICAN FEDERATION OF LABOR

Mildred Berleman, Editor
Renata R. Wasson, Associate Editor

Editorial Board: Meyer Halushka, Chairman; Arthur Elder; Lettisha Henderson; Irvin R. Kuenzli; Joseph F. Landis.

Copyright, 1947, by The American Federation of Teachers.

February, 1947

Volume XXXI

No. 5

UNION ORGANIZATION AND THE SCHOOL CRISIS by Irvin R. Kuenzli.....	4
A.F.T. EXECUTIVE COUNCIL MEETS IN CHICAGO	5
THE SAINT PAUL STORY.....	8
SHOULD FEDERAL TAXES BE CUT? by Arthur Elder.....	10
THE PLACE OF RADIO IN THE CURRICULUM by Willard E. Goslin.....	11
THE U.S. MISSION REPORTS ON EDUCATION IN GERMANY.....	15
OBSERVATIONS OF AN INNOCENT ABROAD by Isobel Blair.....	18
THE HUMAN RELATIONS FRONT by Layle Lane.....	20
NEW BOOKS AND FILMS.....	22
NEWS FROM THE LOCALS.....	24
LABOR NOTES by Meyer Halushka.....	30

Entered as second-class matter October 15, 1942, at the postoffice at Mount Morris, Ill., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926.
SUBSCRIPTION: \$2.50 for the year—Foreign \$2.60—Single copies 35c. Published monthly except June, July, August and September at 404 N. Wesley Ave., Mount Morris, Ill. Editorial and Executive Offices, 28 E. Jackson Blvd., Chicago 4, Ill. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, draft, stamps or check.

PRINTED IN U.S.A.

Arthur Elder Accepts Position With Labor Department

Arthur Elder, director of the Workers Educational Service, University of Michigan Extension Division, was recently appointed director of the new Labor Education service of the U.S. Department of Labor. Mr. Elder has accepted the position on a part-time basis and will continue his work at the University of Michigan.

The Labor Education Service prepares teaching aids for unions and schools engaged in labor education activities.

Mr. Elder has been an active member of the Detroit AFT local for many years. At the present time he is president of the Michigan State Federation of Teachers and vice-president of the national organization.

Intercultural Experiment In India

A unique educational experiment in Osmania University, Hyderabad, India, was described recently in London by the Nawab Zain Yar Jung Bahadur, who planned the university and as an architect supervised its construction by Moslem and Hindu technicians and artisans.

Although its completion was delayed by the war, there are now 1,700 students studying at this university. Although some are Moslem and others Hindu, they are studying and living in perfect harmony. In a practical effort to unite castes and classes by education, the students in the hostels attached to the different faculties are not called "Hindu" and "Moslem" but "vegetarian" and "non-vegetarian." Both men and women attend the university.

THE WORLD'S MINORITY RACE

At least two-thirds of the earth's peoples are colored: yellow, red, brown, black.

White people are the world's true and last minority. If they forget this, their descendants will some day suffer the same humiliations and defeats that were endured by the colored peoples when they were minorities in numbers or in power.

Now is the time to foresee and prevent the last terrible denouement of the world's oldest tragedy.

Now is the time for men and women of good will of whatever creed or color to build together the moral and institutional foundations of tolerance and security for their children and grandchildren.

Union Organization and The School Crisis

In response to a request from the "New York Times" for a comment on a statement by Dr. Willard Givens, executive secretary of the National Education Association, opposing organization of teachers within the labor movement, AFT Secretary-Treasurer Irvin R. Kuenzli issued the statement which appears below:

IT IS encouraging to note that the National Education Association is taking a more vigorous stand in defense of the professional rights of classroom teachers. However, I believe that inherent in Dr. Givens' statement opposing organization of teachers, as other skilled workers are organized, is the fundamental cause of the nationwide crisis facing the public schools. For more than three quarters of a century the National Education Association has advocated independent teachers' associations and has opposed affiliation of teachers within the labor movement of America. Most of the organizations affiliated with the N.E.A. have been in the nature of company unions controlled by administrators, many of whom are deeply embroiled in local politics.

The crisis facing American education today and the low professional status of teaching are graphic and tragic evidence of the failure of such organizations. The dependence upon statements rather than action, and the lack of strong organization among the teachers of the nation, have brought about a gradual weakening of the public school system resulting in crisis after crisis and culminating in the present deplorable situation, which threatens the very security of our great nation. Had the majority of the teachers of the nation been organized in strong unions affiliated with organized labor and participating in the rich tradition of the American Federation of Labor in support of public education, the crisis facing the schools today would never have existed. The organization of teachers with such strength that they are able to fight for American education, for the children of the nation and for themselves, is the only answer to the critical

situation facing the schools. This means affiliation with the labor movement of the United States.

The American Federation of Teachers has a no-strike policy. Until the deplorable condition in St. Paul, Minnesota, compelled the teachers, both union and non-union, to strike as a last resort, there never had been a strike in the history of the American Federation of Teachers. It is a sad comment on American education that teachers were forced into such desperate circumstances that they were compelled to strike in opposition to the established policy of the national organization. Our hearts go out to teachers who suffer such extreme political exploitation as that which existed in St. Paul.

The provision of adequate financial support of the schools at local, state, and federal levels as advocated by the American Federation of Labor, is the answer to the present tendency of teachers to strike as a last resort in bargaining for a living wage. The richest nation in the world cannot afford to neglect the education of its children. Delinquent schools mean delinquent children and ultimately a delinquent and insecure nation.

IRVIN R. KUENZLI

Delay to Federal Aid Bill Threatened

James E. Webb, director of the Bureau of the Budget, in a letter to Senator James E. Murray, Senate sponsor of a bill providing for more liberal federal aid to schools, stated that the administration would not approve a federal aid bill until the question of universal military training had been settled. Since the Bureau of the Budget is directly responsible to the President, it has been assumed that its director is speaking for the President.

TO ALL A.F.T. MEMBERS

After you have finished reading your copy of the **AMERICAN TEACHER**, why not send it to a friend or acquaintance in a foreign country? There has been evidenced recently a growing interest in the AFT and in its efficacy in promoting the democratic way of life. The **AMERICAN TEACHER** may well be of assistance to teachers in foreign countries and to those wishing to understand the philosophy and practices of American education.

AFT Executive Council Meets in Chicago December 27-29

THE ENCOURAGING announcement by Secretary-Treasurer Irvin Kuenzli that 45 new AFT locals had been organized in the last four months of 1946 marked the opening of the AFT Executive Council's meeting, which was held in Chicago December 27-29.

Louisiana and Colorado Head List In Organization of New Locals

Heading the list of states in which new locals have been established are: Louisiana, with 9 new locals, Colorado (7), Ohio and Minnesota (4), Illinois and Rhode Island (3), and Wisconsin and New Jersey (2). In addition, one new local was organized in each of the following: California, Connecticut, Delaware, Georgia, Indiana, Kentucky, Michigan, Missouri, Montana, New York, and South Dakota.

It was pointed out that a significant factor in the recent growth of the AFT is the development of state organizations of AFT locals. There are now 18 states in which state federations of teachers' unions have been established.

Continuing the story of AFT's recent progress, Mr. M. O. Hawbaker, AFT field representative, reported on his activities, especially in Louisiana.

Release Issued on Salaries, Class Size, And Democratic Working Conditions

During the Executive Council sessions daily press releases were issued to keep AFT members throughout the country informed of the most important actions. The first release was as follows:

The National Executive Council of the American Federation of Teachers (AFL) meeting in Chicago urged all of its hundreds of affiliated local and state organizations to work for legislation to provide a minimum salary of \$2500.00 for public school teachers and for class size not to exceed 25. In taking this action the Council stated that there is no other way to solve the crisis facing the public schools than to provide salaries which are sufficient to prevent teachers from leaving the profession to secure a living wage. The Council pointed out that one out of six teachers in the classrooms today is not a qualified and adequately trained teacher. "We believe that every child in the nation is entitled to at least a \$2500.00 teacher," the Council stated.

Regarding the recent increase in teen-age delinquency, the Council stated: "A large part of the crime and

delinquency problem facing the nation has resulted from overcrowding of classes caused by teacher shortage. The estimated cost of crime and delinquency in 1946 will probably be greater than the profits of all American industry during the same period. Economically as well as socially the crisis facing the public schools is a national tragedy. It is a situation which requires the services of the best teaching talent in the nation. Such service can be secured and retained only by payment of adequate salaries. The nation cannot afford to continue the loss of many of its most competent teachers."

As further recommendations to assist in solving the current educational crisis the Council urged that teachers be freed from political fear and be assured democratic working conditions. "Every school room," the Council declared, "should be a living laboratory of the democratic process. Teachers cannot effectively teach democracy in a totalitarian atmosphere."

Tax Reduction and Federal Aid

The second release dealt with the need for federal aid to education and the danger of reducing taxes without considering the nation's needs. In this statement the Executive Council called on all educational and labor organizations to continue active support for federal aid to education during the forthcoming session of Congress.

"Clamor for a general reduction in income tax rates is not realistic," declared the Executive Council. "It does not take into account the pressing need for an adequate program of federal aid for education. Unless such a program is enacted the present crisis in education will be deepened." The Council's statement pointed out that in the face of the increase in national income in excess of 40%, the proportion of the national income going to the support of public education has fallen from three percent to less than two percent.

Failure of localities and states to cope satisfactorily with the financial needs of education was cited as conclusive evidence of the need for federal aid.

The Council stated that tax reductions should be made contingent on needs for national defense, health, welfare, education and other services. The Council declared that if and when such tax reductions prove possible, they should begin by raising income tax exemptions to at least \$1500 for a single person, \$2500 for a married couple and not less than \$500 for each dependent.

The AFT No-Strike Policy

The AFT no-strike policy was the subject of the third release issued by the Council:

"The no-strike policy of the American Federation of Teachers has been in effect since the founding of



THE A.F.T. EXECUTIVE COUNCIL

● The photograph above was taken at the August meeting of the Council in St. Paul. *Standing:* John Eklund, Denver, Col.; Meyer Halushka, Chicago, Ill.; Max Wales, La Salle, Ill.; Gerald Y. Smith, Atlanta, Ga.; Arthur Elder, Detroit, Mich.; John Connors, New York, N. Y.; Carl Benson, Toledo, O.; Irving Fullington, Birmingham, Ala. *Seated:* Ruth Dodds, Sacramento, Cal.; E. Robert Leach, Fort Wayne, Ind.; Mary Moulton, Kansas City, Mo.; Rebecca Simonson, New York, N. Y.; Natalie Ousley, Gary, Ind.; Lettisha Henderson, St. Paul, Minn.; Joseph Landis, AFT president; Irvin Kuenzli, AFT secretary-treasurer.

the organization; should be changed only by the democratic and constitutional method of convention action; and is the present policy of the American Federation of Teachers. As mandated by the 1946 convention, the Executive Council is re-examining this policy and proposes to submit recommendations thereon to the 1947 convention of the American Federation of Teachers.

"Because the strike in St. Paul was a strike of all teachers, principals, supervisors and many of the administrators, union and non-union, and because it was called to relieve intolerable conditions denying to the children of St. Paul adequate educational opportunity, and because it was supported by all of organized labor, the parent teachers' associations, community leaders and civic organizations of St. Paul, the Executive Council of the American Federation of Teachers contemplates no disciplinary action against the St. Paul locals and proposes to call to the attention of the locals of the AFT the need of the St. Paul teachers for immediate financial assistance in their endeavor to provide for the youth of St. Paul the educational opportunity to which all American youth is entitled."

Expressions of opinion from various locals in regard to the AFT no-strike policy were considered by the Council.

For a full report on the St. Paul situation, see pages 8 and 9.

A committee of the Executive Council was appointed to draw up a statement on the no-strike policy. This statement is to be presented to the next AFT convention.

Legislation on Education and Labor

In reporting on legislation Miss Selma Borchardt stated that the chances of enacting a comprehensive federal aid bill were poor, especially in the House of Representatives. It is probable, she said, that no bill to provide federal aid for education will be considered until after the question of universal military training has been settled.

In regard to exemption of teachers' pensions from the federal income tax, Miss Borchardt said that the American Federation of Labor is supporting a flat exemption of \$1500 on the income of a single person, \$2500 for a married couple, and \$500 for each dependent regardless of whether the source of the income is a pension or earnings.

The Lanham Act, said Miss Borchardt, will probably not be renewed, but the funds that are left will be expended as long as they are available. Other legislation discussed by Miss Borchardt included the Social Security Act, the Morse Bill, and the Labor Extension Bill.

The Executive Council adopted the following resolution on the Labor Extension Bill:

WHEREAS, the AFT has consistently supported educational extension and service programs for the workers of this country so that they may be better equipped to assume their responsibilities as citizens and union members; and

WHEREAS, the recently inaugurated educational

service section in the Division of Labor Standards within the U. S. Department of Labor is a definite step forward in the establishment of such programs; and

WHEREAS, the bill currently being proposed to provide a federal program of assistance and support for extension services for workers throughout the country is aimed at assuring them extension services comparable to those provided to agriculture, the professions, and business; therefore be it

Resolved, that the Executive Council of the AFT reaffirm its support for the workers extension materials and service program within the Division of Labor Standards; and be it further

Resolved, that we urge and support the passage of federal legislation to give financial assistance in the establishment of workers extension services throughout the nation.

Academic Freedom and Tenure

Miss Ann Maloney, chairman of the standing committee on academic freedom and tenure, sent a report to the Council on all the cases now in the hands of the committee. This report was studied by the Council.

John Ligtenberg, attorney for the AFT, reported to the Executive Council on the legal activities of the AFT during the last year, and on various cases, including that of the five teachers from the J. Sterling Morton High School who were dismissed when the board of education reinstated its rule against the employment of married women teachers. The case is being supported by the West Suburban Local and by the national organization of the AFT, through its academic freedom committee.

Discrimination in Union Organizations

The following statement concerning discrimination in union organizations was passed by the Executive Council:

"The American Federation of Teachers deplores and condemns racial, religious, and national discrimination. Through its permanent committee on Cultural Minorities and through its official organ, the AMERICAN TEACHER, it has carried on a program of education against prejudice and for appreciative understanding of the role of minorities in American life.

"Membership in the AFT is open to all qualified teachers regardless of race, sex, creed, color, or ancestry. However, in certain states legal restrictions and social practices have forced the establishment of separate locals for Negro and white teachers. The necessity for this organizational procedure is regrettable. It is the earnest endeavor of the AFT to achieve by the process

of enlightenment the complete elimination of barriers to common membership in single locals.

"Where two or more locals exist in a single locality, the Executive Council urges that full provisions be made to secure cooperation and joint action."

Intercultural Relations Conference

The standing committee on cultural minorities sent the Council a report stating that the committee had been devoting its efforts to organizing the intercultural relations conference authorized by the convention. An outline of the conference program was included in the report. (An account of this conference, held in New York on January 11, will be published in the March issue of the AMERICAN TEACHER.)

Traveling Expenses of AFT Delegates

After due consideration the Executive Council voted that it would not be feasible at present to establish a plan for equalizing the traveling expenses of delegates to the AFT convention.

Granting Voting Privileges to Delegates From State Federations of AFT Locals

In accordance with a recommendation adopted by the 1946 AFT convention, the Executive Council voted to submit to the 1947 AFT convention an amendment to the AFT constitution granting one official voting delegate for each state federation in good standing, with the provision that the state delegates shall not be entitled to represent their locals also and shall not be entitled to proxy votes.

The passage of this amendment would make possible full participation of state delegates in the work of the convention, especially in the work of the convention committees. Heretofore the delegates from the state federations have had a voice but no vote in the AFT convention.

AFT Summer Workshop To Be Held at Madison, Wisconsin

The Council voted that an AFT Summer Workshop should be conducted at the University of Wisconsin in Madison in the summer of 1947. It will be the aim of the Workshop to present a program that will be as practically helpful as possible to members of both old and new AFT locals. Further details concerning the program for next summer's Workshop will be included in later issues of the AMERICAN TEACHER.

Obtaining Educational Surplus Property

Concerning the availability of educational

surplus property the Council suggested that the U.S. Commissioner of Education be asked for a full statement regarding the materials which are still available, the conditions under which they can be obtained, and the exact steps which should be taken by schools to obtain them.

Pension Plan for AFT Office Staff

In compliance with the directions given by the last AFT convention, a Council subcommittee

has been investigating the possibility of establishing a pension plan for the AFT office staff. This subcommittee made a report on its work to date and was instructed to continue its study.

Report on AFT Commission On Educational Reconstruction

Secretary-Treasurer Kuenzli reported on the status of the work of the AFT Commission on Educational Reconstruction.

THE SAINT PAUL STORY

PICTURE A CITY—

—where many children meet in school buildings that have long been condemned as fire and health hazards;

—where in one of the larger elementary schools there is only one lavatory for boys and one for girls;

—where some school buildings have not been rehabilitated for more than twenty years;

—where as many as 47 to 50 children meet in rooms intended for only 35, so that some have been known to suffer burns due to crowding against radiators;

—where many children are deprived of playground and physical training facilities;

—where laboratories, shops, and classrooms are without the necessary equipment and supplies;

—where no free textbooks are provided;

—where state requirements for the basic and supplementary readers are not met;

—where the budget does not provide for school libraries;

—where maps are antiquated and practically non-existent;

—where children, teachers, and parents must resort to raising funds for school needs by popcorn ball sales, salvage drives, and carnivals;

—where poor school conditions and low salaries have forced teachers to seek employment elsewhere, leaving classes without qualified teachers;

—where both principals and teachers in elementary schools are obliged to devote a considerable amount of time to clerical work in addition to their regular duties, because no clerks are employed;

—where four of the ten high schools are not accredited;

—where severe curtailment of courses makes it necessary for many students to continue in college beyond the four-year period in order to

make up work not offered in the high schools.

* * *

Such are the deplorable conditions in the public schools of St. Paul, Minnesota.

These conditions, together with the low salaries, ranging from \$1000 to \$2600, have made it impossible to hold and attract teachers. Over a long period of years the teachers have carried on a determined campaign to secure necessary budgetary appropriations for the schools. These efforts have been frustrated, however, by:

(1) legal restrictions which resulted in diversion of increased school revenues for purposes other than education;

(2) the organized efforts of an "invisible government" representing powerful business interests, which has blocked the adequate financing of public education;

(3) the defeat, in the summer of 1946 (largely through misleading, last-minute propaganda), of the charter amendment program, which would have provided a comprehensive plan for financing all city services and providing adequately for the schools. (It should be noted that the teachers supported the charter amendment campaign through individual contributions of \$20 from their meager earnings.)

* * *

Because of the repeated failure of all efforts to secure adequate funds for the schools the situation became still more acute just before the opening of the fall term. At that time a committee of the Teachers' Joint Council of the Federation of Men Teachers (AFT Local 43) and the Federation of Women Teachers (AFT Local 28) was asked to present to a mass meeting of teachers a proposal to accept a pay cut for the balance of the calendar year, because of insufficient funds. This in spite of the fact that throughout the war period there had been no cost-of-living adjustment for

the teachers.

At this point the Committee of 100 (of the Teachers' Joint Council) composed of teachers' union representatives from all the schools of the city, advised the Teachers' Joint Council that the teachers throughout the schools felt that only by means of a strike could the school crisis be brought to the attention of the public. A mass meeting of all teachers was called to decide on a program of action. The following program was adopted unanimously:

(1) \$1,700,000 for school betterment to provide special services, equipment, supplies, free textbooks, rehabilitation of school buildings, playgrounds, and a cash reserve for a building program.

(2) A new salary schedule, with a minimum of \$2400 and a maximum approaching \$5000 (a \$3600 maximum to be reached by January 1947).

(3) A \$50-a-month cost-of-living bonus for the last four months of 1946.

The Teachers' Joint Council was authorized and directed to take any action necessary, even to calling a strike, to achieve the program.

The program was submitted to the Commissioner of Education, accompanied by a letter of transmittal which set November 2 as the dead line for a reply. Upon failure of the City Council to enter into negotiations with the representatives of the Teachers' Joint Council, a strike notice was filed with the State Labor Conciliator and the city authorities.

Between the time when the strike notice was filed and November 25 the teachers made every effort to negotiate the program so that a strike could be averted. All their efforts were of no avail. Finally on November 25 the strike was called and picket lines were established around all the schools.

On every school day thereafter the teachers reported for picket duty according to a thoroughly organized schedule. Parents and interested citizens frequently joined the picket lines, even when the temperature was at below-zero levels. Throughout the city pickets were invited into homes to be served hot coffee and other refreshments.

The spontaneous and almost universal support given by the citizens of St. Paul was evident at all times. A large group of high school students paraded from the Capitol to the City Hall to urge the City Council to yield to the requests of the

teachers so that the schools could be opened. To support the teachers' program the students published a special issue of a school newspaper. Parents staged a huge demonstration in the City Hall. Mass meetings were held throughout the city to exert pressure on city officials. Letters and telegrams were sent to City Council members urging immediate favorable action.

There was no diminution in the ardor and determination of either teachers or parents even after five weeks of unceasing efforts.

Throughout this period all school activities, including participation in the annual Christmas Music Festival and athletic contests, were suspended. But since the teachers were anxious not to deprive the children of educational opportunities, the striking teachers cooperated with the radio station of the University of Minnesota to conduct the School of the Air.

Only through the intervention of the governor of the state were the representatives of the City Council and of the Teachers' Joint Council finally brought together. Negotiations then proceeded, but the City Council would agree to the teachers' program only on an "if and when" basis. When the teachers insisted that the program be put into effect on January 1, 1947, the City Council terminated the negotiations.

At last, upon the intervention of the Trades and Labor Assembly of St. Paul, the City Council agreed to recommend to the Charter Commission a charter amendment, in order to finance the negotiated program for school betterment, and introduced a revised salary schedule ordinance to be made effective as soon as legally proper, and retroactive to January 1, 1947. The schedule, which was substantially that requested by the teachers, provided salaries ranging from \$2400 to \$4200 on the basis of a bachelor's degree.

Public pressure was then exerted on the Charter Commission so that it would certify the referendum for the amendment of the city charter. When the Charter Commission finally did so, the strike was suspended by the teachers and the schools opened temporarily to give the electorate an opportunity to make possible the financing of an adequate school program in St. Paul through support of the charter amendment.

The strike order will remain in effect, however—with the understanding that picketing may be resumed on a few hours' notice if necessary—until the school betterment program in St. Paul is effected.

SHOULD FEDERAL TAXES BE CUT?

By ARTHUR ELDER

Director of the Labor Education Service of the U.S. Department of Labor, Tax Consultant for the American Federation of Labor, and Vice-President of the American Federation of Teachers.

PRESIDENT Truman's revised budget statement presented early in August estimated a deficit of approximately \$2 billion for the present fiscal year ending June 30, 1947. Prospective revenues for the year were placed at \$39.6 billion; expenditures were estimated at 41.5 billion. Current estimates are that the budget may be balanced or even show a slight surplus. These are estimates for a year during which national income payments are expected to run at a \$165 billion level.

Present demands inside and outside of Congress for reduction of Federal tax rates should be examined very closely in relation to the above figures. Everyone is agreed that with the prospect of several years of continued high production and employment, tax rates should be kept at a rate that will enable us to balance the budget without adverse effect on our economy.

Proponents of tax-rate reduction, therefore, should be able to demonstrate that either of the following situations may be anticipated if a tax reduction program is carried through:

1. Cuts in national spending that will permit balancing the budget with decreased revenue, without injury to national defense and necessary services, are feasible.

2. Cuts in tax rates will serve to stimulate production and spending, so that national income will be increased.

Comment on the first possibility would be premature and subject to change even after President Truman's budget message. Radical reductions in Federal spending do not seem to be possible at this time. In an inflationary period, moreover, it would seem sensible to retain tax rates at high levels, even though a surplus should result. Certainly, if there is a time when thought should be given to reducing a national debt contracted during a war period of high profits and employment, it should be now when peace-time profits and employment continue at a high level.

On the other hand, those who argue that a cut in tax rates will serve to stimulate business and production so that governmental revenues may actually increase at the lower rates are probably engaging in wishful thinking.

Economists generally are not very optimistic

about national income remaining at its present high level. Certainly, many of them would agree that any increase in national income might be in spite of, rather than because of, such proposed tax reductions. Most economists would be quite happy if the present dollar volume of national income remained at its present level, if accompanied by a decline in prices that meant increased consumption of a greater quantity of goods.

The present situation, moreover, is not comparable to that in the 20's, when personal income tax rates were reduced four times from 1921 to 1928. It is pointed out that each decline in rates was followed by increased revenue. What should be emphasized, rather, is that each reduction in taxes resulted in an accumulation of idle savings feeding the speculative and inflationary forces that made the depression of the 30's inevitable. A wise tax policy for that decade would have placed emphasis on low rates in the very early 20's when employment and purchasing power were low, followed by gradually increasing rates as production, wages, and purchasing power increased.

If we have learned, or can learn from experience, therefore, our present policy should be to retain tax rates at their present levels. Such changes as are made should point in the direction of strengthening the forces that will ward off future depression. These would be the speedy removal of federal excise taxes and increase in income tax exemptions to at least their pre-war level.

Further, in our zeal to cut Federal taxes, we should not lose sight of the ever-present need for the strengthening of our health, educational, and welfare services. These needs were dramatically and forcefully driven home to us during the war. Four or five billion dollars annually, spent over and above what is now being expended for these services, would be a most worthwhile investment in a healthier, happier, and wiser citizenry. A well-balanced economy demands that the Federal taxing power be used to supplement that of the states to ensure these needed services.

Present and immediately foreseeable economic conditions all seem to argue against the cuts in

Federal income taxes that are currently being proposed. If and when such cuts are made, they should not be made on the indiscriminate, hit-and-miss basis proposed by Chairman Knutson of the House Ways and Means Committee. His current proposal for what is virtually a 20% across-the-board reduction in income tax rates is based on neither equity nor sound tax principle.

Teachers, together with all other citizens, are interested in sound tax policy and adequate governmental service at a minimum of cost. The current drive for tax cuts on the Federal level, however, may well be one of the initial factors in precipitating our next depression, unless the wiser counsel among Democrats and Republicans in Congress prevails.

The Place of Radio in the Curriculum

By WILLARD E. GOSLIN

Superintendent of Schools, Minneapolis, Minnesota

PICTURE a child—anywhere between the ages of ten and fourteen—scrooped up in a chair, drawn up close to a radio which he has turned on full blast. His muscles are tense; he listens expectantly, taking it all in. He is cross if anyone enters the room causing him to miss a word of his favorite program. Family conversation must cease. The household chores must wait. Even the ball game in the vacant lot next door is of secondary importance.

This picture tells us all we need to know about the appeal of radio to the average school age youngster. It is doubtful if there is another avenue of learning which is so readily acceptable to boys and girls of all ages and of all degrees of ability and varieties of interests. Radio appeals to those who enjoy reading and to those who despise reading. Radio appeals to the active child as well as to the inactive child. Boys and girls alike become enthralled with listening.

It is evident, then, that radio has a place in the curriculum. The vital question facing educators is how can radio be used so that it becomes an effective teaching aid. Even if it is impossible to have school listening, the programs listened to at home are affecting the child's attitudes and actions during his school life; and radio is exercising either a positive or a negative influence over the learning situations of the classroom. The skillful teacher has an opportunity to stimulate children to listen to the better radio programs presented during out-of-school hours and to supplement his teaching through guiding the child to be a more critical listener.

If it is possible to have radio listening and radio broadcasting as part of the school curriculum, the significance of radio as a teaching aid increases tremendously. We will discuss three phases of the problem.

1. *Radio carries its own motivation for learning.* Because children associate enjoyment with radio, there is enthusiasm about the prospects of listening to a radio broadcast. The prospects of participating in a radio broadcast are even more enticing. Even the most sophisticated adults secure a thrill from the mystery that is shut up within the air wave traveling through space to be picked up again in the form of an exact reproduction of the human voice. This sense of dealing with something big and important and new and unexplained carries over to youngsters and gives them a sense of importance which becomes identified with radio. Then, too, radio at its best has the quality of being dramatic. The great teachers of the world are those who have been able to use the dramatic in their teaching. Furthermore, radio has a motivating force for learning, because in both its listening and broadcasting aspects it serves as a cohesive force for the group. There is something satisfying about being part of a group—laughing when the group laughs, feeling sad when the group feels sad. There is something tremendously important about being able to time a show to a split second in its broadcasting phases.

2. *Radio is a supplement to other teaching aids which fills a unique place of its own.* Through the use of radio one can present information that is not available through any other medium. Witness the news broadcasts; the relating of on-the-scene events, such as descriptions of the opening of the United Nations assembly, world series games, and inauguration ceremonies. Can anyone doubt the tremendous learning possibilities in the three days during 1945 when Franklin Roosevelt's funeral procession moved across the country? Thousands upon thousands of citizens will never forget the sense of participating in a

great eventful moment of history because of listening during this period. Another such eventful broadcast was the President's message to Congress the day after Pearl Harbor which resulted in Declaration of War by the United States. Yes, radio gives the humblest citizen the opportunity to participate in history in the making.

Radio serves as a supplement to other teaching aids because of its facilities for presenting historical happenings in a dramatic form which gives them the illusion of happening now. Some of us remember with chagrin an occasion when radio presented a "make-believe" show about the men of Mars which was so realistic it caused near-panic in many communities. Educators have been looking for a way to bring history—used in the sense of the past—to life so that it has more meaning for the learner. Radio offers this way. Radio provides the way because it has the possibility of offering a wealth of talent, technical facilities, and information which can be gathered together in no other way.

Closely related to the services radio can render in breathing life into the past is the opportunity that radio offers for broadening and deepening the cultural pattern of the on-coming generation. Today the great symphonies of the ages are available to all, performed by the world's best musicians. The masterpieces of literature read by the most fluent and powerful voices may be heard for the desire to listen. The great personalities of all times may be made to live for all youth who seek to know great people. Thus the significance of radio in developing tastes and appreciations is limited only by our ability to produce the quality of program which will achieve the ends we seek.

3. *Radio offers an avenue for learning to a segment of the school population which is shut out of learning through reading.* There is, and probably always will be, a percentage of the school population which either can not read or do not like to read well enough to get any satisfaction out of it. For this segment of the school population, radio is more than a supplement to learning. It can be one of their main avenues outside of direct experience. These slow learners—or non-readers or whatever you care to call them—have opportunities to secure information and develop appreciations that a hundred years ago were available only to the most favored individuals. It is very important that we do not overlook the significance of radio as a learning device for this group of children. Much experi-

mentation needs to be done in perfecting ways of teaching skills by radio. Most educators agree that poor reading ability handicaps learning in all areas. Radio offers a way of surmounting some of the difficulties presented by reading when boys and girls are attempting to learn how to do those things which require directions, such as handling a piece of machinery.

If radio is to be as significant as we have indicated that it can be in the teaching-learning process, educators must learn how to utilize the effectiveness of radio as a teaching aid. We should like to indicate at this point that we believe from our experiences in Minneapolis that it is possible to use radio effectively without owning one's own station or without having a large budget for radio—desirable as these may be as ultimate goals. In Minneapolis we started from scratch. We didn't have much equipment. We had only one person in our radio department. We didn't have studios in our high schools. If we have any claim to recognition in the use of radio, it is because we acted on an understanding that radio has tremendous possibilities for stimulating learning in the classroom by giving youngsters a chance to participate in programs and to listen to programs of their classmates' making. We tried to bring our teaching group through a certain amount of in-service training to understand that radio was not an addition to the program but must grow out of the normal class functions, enriching the curriculum through contributing to all the children.

We are indebted in Minneapolis to the extensive cooperation we have received from commercial radio stations and from the University of Minnesota station. In many ways we feel our position is stronger working on a cooperative basis with these stations than if we owned and operated our own station. We have been offered more time each year by commercial stations, and at the present time we have the offer of more available radio time than we have the staff and facilities to use well. The use of commercial studios has had for us a positive public relations value.

We should like to suggest five means of increasing the effectiveness of radio:

1. *By improving the quality of the so-called educational programs.* It's a sad commentary on the teaching profession that education is too frequently synonymous with dull, stuffy content. Programs intended for in-school listening must

be of such a quality that they can compete in the child's mind with the programs he listens to voluntarily outside of school. I am not suggesting that they should be thrillers or sob stories; rather that the quality of production should be so fine that the fullest amount of learning will result. This means just one thing. Educational programs must enlist a high standard of talent. The best technical facilities must be made available for such programs. The services of individuals who are skilled in script writing, but who also understand children, must be secured to plan and produce educational programs. The services of such people should be available to students who are broadcasting as well as for programs which are prepared for listening purposes. There are relatively few such people trained in this country at the present time. Educators should wake up to this fact and should take steps to make this objective a reality.

We should like to give an illustration or two of how programs enlisting the interest of youngsters and utilizing the resources of the community may be produced. We developed, last year, a program called "News X-Ray" which was planned jointly by our radio consultant, Madeline S. Long, and George Grim, newspaper correspondent and columnist. The program dealt each week with one country, usually one featured in the headlines. Mr. Grim provided an expert to answer the questions and acted as master of ceremonies. Our Radio Department arranged for public school students to participate in the program as questioners, secured hundreds of questions from the social studies classes in the elementary and junior high schools, and evaluated the program. The University of Minnesota station gave us time for a nine-weeks trial of the program. The first six were broadcast from a small studio in a newspaper building two blocks from the Board of Education. The last three were transcribed in the classroom by engineers from KUOM and broadcast in the afternoon.

The series built up a listening audience of many hundreds of students in Minneapolis alone within the first four weeks. Students in the schools evidenced a lively interest in the spotlighted countries of the world. On the occasion when the occupation of Germany was to be discussed, literally a bushel basket of questions came in from the various schools that intended to listen. The program combined with valuable educational content some of the features of a popular quiz program and audience participation show. The

three transcriptions cut in the classroom made evident the fact that the entire class before which the questions were answered felt a heightened interest in the subject and a sense of participation through their classmates who were privileged to ask the questions and through proximity to the experts who answered and the no less famous master of ceremonies.

This year the *Junior Town Meeting*, a half-hour show, will be transcribed in the auditoriums of our schools by WTCN and played in the evening. Again the whole group in the auditorium will have a heightened interest in the subjects discussed and a sense of participation. Furthermore, they will, like the junior high youngsters last year, have a chance to hear their own program on the air. The plan which has been developed for our *Junior Town Meeting* provides that each of the senior high schools shall serve as a host, at least once during the year, and its students shall be allowed to ask questions from the floor. The four principal speakers will be students from four other high schools. This will mean that five of our secondary schools will have a personal interest in at least five of the broadcasts and topics discussed. This program should be of tremendous value in stimulating discussion in the social studies and speech classes.

2. *A high degree of participation on the part of students in actual broadcasting should be utilized if we are to realize the fullest effectiveness of radio.* This is possible either through large school systems owning their own stations or from time secured from commercial or from university stations. There are many values attendant upon the participation in the radio program or attached to being a member of radio workshop classes. There is the possibility of research in a live, modern field. There is the opportunity for the creative writer to develop scripts. There is, for the student with different capabilities, the chance to act as sound-effects man or as student production manager. A tremendous impetus is given to speech work and voice training. There are other values such as a recognition of the importance of teamwork, the development of a sense of timing, the feeling of responsibility toward the station, the school, and the broadcasting group.

3. *The full effectiveness of radio will not be realized until youth is taught the power of radio in shaping the course of things to come.* Children must be taught to analyze the validity of approaches used, to judge the merits of issues

presented, and to come to considered conclusions only after careful research and study. Radio offers the opportunity to teach the child to differentiate truth from half-truth, fact from supposition, exaggerated propaganda from honest propaganda, true democratic action from the "sound and cymbal" of democratic action.

4. *Teacher training is necessary to utilize the effectiveness of radio.* Probably one of the chief drawbacks in the field of listening, besides the lack of acoustical treatment and the lack of equipment, is the fact that a great many teachers still do not know how to utilize a radio program successfully in the classroom. Demonstrations of preparation, good listening conditions, and follow-up techniques are essential if the utilization is to be effective.

5. *Finally, if the full significance of radio is to be realized, radio MUST be used for adult education purposes.* All phases of the school program require public support and understanding. This can come about only through the widespread interest in the aims and objectives of public education in the local community, in the state, and in the nation. Radio is a powerful instrument in helping to produce needed support and broad understanding. Leaders in education have an opportunity to go directly to the people and tell them the story of the needs of education and how those needs can best be met, to keep them in-

formed of current developments, and to appeal to them for aid when necessary. Every school program which is placed on the air is indirectly interpreting the schools to the public. But the indirect approach is not enough. We believe there must be a direct approach. The needs of education today are so urgent that every effort must be made to help interpret to the public the relationship of public education to democracy.

Parent-teacher associations, church groups, and teachers all over the country are concerned about the influence that radio is having upon the children of our nation. Long statements are issued deploring the effects of murder mysteries, Superman, etc. These groups have become aroused because they see the effectiveness with which the children are being educated by these programs. Radio can work either with or against the aims of education. The only antidote for poor programs is for all of us to become concerned enough that we unite our efforts in utilizing radio to accomplish the objectives of education. This will require cooperation from all community groups, from owners of radio stations, from commercial sponsors. It will require leadership, and the leadership must come from the educators themselves. We believe that we know what radio can do when it is used constructively. It is now up to us to see that radio has the opportunity to realize its potentialities.



**HELPING TO BUILD
FRIENDLY RELATIONS**

These Junior Red Cross members in a New York public school are preparing gift boxes for children in war-devastated schools in Europe. Here the children are receiving a contribution of some drawing pencils, which will be added to the other materials to be packed in the gift boxes.

ACME PHOTO

The United States Mission Reports On Education in Germany

William Benton, Assistant Secretary of State, transmitting to the Secretary of State the report of the United States Education Mission to Germany, commented on some of its chief conclusions and recommendations as follows:

THE MISSION believes to be sound the policy under which the occupation authorities are progressively turning over to Germans the administration of the educational system. And I am glad to record that the Mission approves in general of those educational policies now followed by the U. S. occupation authorities, except for the tragically limited scope of their application. It sees elements of hope, as well as acute problems, in the total educational situation in our zone. . . .

In its survey of the present plight of the German schools, the report focuses attention on the severe physical handicaps under which they are attempting to operate today. In addition to the school buildings completely destroyed in war, and those which cannot be repaired because of lack of materials, more than three hundred in the U. S. Zone have been requisitioned for other purposes. Overcrowding is further aggravated by the children among 2,000,000 refugees and "expellees" (chiefly from Hungary and Czechoslovakia) who have been accepted in the U. S. Zone. The shortage of coal and lack of glass for shattered windows mean that many schools may have to close in cold weather.

There is an almost complete dearth of the tools of teaching at every level. Lack of paper is the most critical. The loss of books has been "incalculable" — at Frankfurt alone 500,000 books were lost in air raids or during evacuation. Many Nazi textbooks had to be eliminated and substitutes cannot be printed in anything approaching sufficient quantities because of the paper shortage.

More than half of all teachers were dismissed in the initial denazification screening; the average ratio of pupils to teachers in Bavaria, largest of the three *Länder* in our Zone, is now 83 to one. The average age of all teachers this fall in Greater Hesse, another of the *Länder*, is 52. The average number of class hours per week for each child is only 15 to 20, and in many cases only two hours a day.

Despite these difficulties, nearly every child of school age, with the exception of expellees not yet absorbed, is now in school and the Mission believes that the system is operating with "a fair degree of effectiveness." . . .

To me the most striking and important of the many proposals made by the Mission is its recommendation for the reorganization of Germany's primary and secondary schools along democratic lines. It will be a surprise to Americans who have not studied German education, and who take for granted the ideal of equal educational opportunity, to learn the extent to which caste distinctions have prevailed in the German educational system.

At the end of the fourth grade of elementary school, or about age 10, the small group that is destined for the universities and the professions is set apart in secondary schools which then prepare them for advanced work. In practice, the financial or social position of the parents is, to an overwhelming extent, the basis of selection for these secondary schools. The overwhelming majority of pupils, a large proportion of whom deserve university education because of their ability, finish elementary school and then go on to vocational education, their adult potentialities frustrated by the early and undemocratic division of the educational stream. The so-called "vocational education" is actually what we call "continuation school"—about five hours of school work per week during apprenticeship. My background in education makes me reluctant to apply the word "education" to such technical training.

"This system," the Mission says, "has cultivated attitudes of superiority in one small group and of inferiority in the majority of the members of German society, making possible the submission and lack of self-determination upon which authoritarian leadership has thrived."

Such caste distinctions in education, based on money and position rather than on promise of achievement, constitute a violation of the fundamental democratic doctrine of equal opportunity.

In justice I must note that the goal of equal educational opportunity, on a merit basis, is one which we are still striving to achieve in the United States; but it is our recognized goal and we have been making substantial strides toward it.

The Mission recommends for Germany a unified and comprehensive (although not over-centralized) educational system open to all up to the university level; with secondary schools, tuition free, following consecutively after the primary schools, and embracing vocational education; and with a greatly enlarged system of scholarships at the university level. I concur wholeheartedly in the major points of this important proposal.

It is encouraging to note that responsible German educational administrators in the various *Länder* of the United States Zone have recognized the problem of overcoming caste distinctions, though no substantial progress towards its solution has yet been achieved.

Other recommendations of the Mission to which I would like to call your special attention include the following:

1. The proposal that German students and teachers be permitted and aided to come to this country to study, and to observe our practices. It is my belief that, if this idea is valid, it should be carried out on a scale commensurate with the potential reward. (Obviously a few students, on the Rhodes scholarships model, will help but little.) If the United States Government decided to bring to this country, let us say, two, three or four thousand carefully selected German students annually—and such an expenditure would prove more productive than comparable sums spent on the military establishment or on

the economic rehabilitation of Germany—then we would be approaching a major disease with the surgeon's knife instead of a scalpel. There is much to be said also for stimulating a flow to Germany of lecturers and consultants from the United States and other democratic countries.

2. Further encouragement of activities by young people, including voluntary associations largely self-directed.

3. Further encouragement of adult education programs, and especially of those which stimulate discussion of social and economic problems and of international affairs.

4. "Doubling" of the present staff of the Education and Religious Affairs Branch of Military Government (the Branch now has an authorized strength of 71 people of officer level, with 55 actually at work), and reorganization to permit the Branch to report directly to the Deputy Military Governor. If this does not suffice, we should be prepared to go further.

Implicit in many of the Mission's recommendations, although not stressed as such, are two further points that I should like to emphasize:

1. The necessity for creating a better bridge between our scholars and the scholars and intellectuals of Germany, most of whom have been cut off from contact with American thought for more than a decade.

2. The necessity for being alert against a resurgence of German nationalism in the universities. I am told that a substantial proportion of the student bodies of the German universities are now officer veterans who have spent years in uniform and who still have to learn the ways of peaceful civilian life.

The report of the mission lays heavy emphasis on the need of developing democracy in Germany through the medium of the schools and points out some of the vital social attitudes of the Germans which tend to retard such development. The fundamental undemocratic elements in German society with which the educational system must contend are described in a very significant part of the report as follows:

UNDER clearing skies, we are turning in Germany to more congenial because more affirmative tasks. But time and patience are required to rebuild. Since no ideology implements or even defines itself, democracy as our positive contribution must be spelled out in some detail, that the Germans do not now innocently, as did the Nazis willfully, go wide of the mark we set them. Democracy is in part, as Germans think, a form of government, but even as a form it is

not easy to simulate because it is in much larger part a way of life. Without the wisdom of this distinction, and even more without a feeling for it, even the most sincere Germans will wander in the arid valley of intellectual dry bones.

To be fully effective as representative government, democracy must cause its spirit of mutuality to run deep in the family, to permeate the playgrounds of youth, to reach high in the church, and to inform the humblest processes of

livelihood. The school, since it is for all children, becomes the fecund common center from which radiate, as spokes from the hub, both morale and method to inform the whole cultural life of the group. In very truth, then, democracy is no dogma to be set as a form by some, and revered as a pattern by others; but it is a humane spirit to be nowhere neglected with impunity.

In Germany it must be insistent, as touching the family for instance, that if the citadel of privacy which the home is becomes intimately Prussian in its pattern, democracy is poisoned at its source, so that even the subsequent form of democracy will but the more effectively hide the *Führerprinzip*. To rob the childhood symbol of paternal authority of the satisfying substance of affection is to introduce an ambivalence which will at length impair democratic citizenship by undermining individual self-reliance if not also self-respect. Artificially to confine women to *Küche, Kinder, and Kirche* is to convert worthy

enough functions into anti-democratic sterilities. And, in general, to exaggerate the distinction of sex into an absolute difference of opportunity is in the name of a foolish, even if seasoned, prejudice to subvert equality of opportunity, without which the democratic form is but a hollow shell.

Children reared in the familial atmosphere suggested by these examples will subsequently as citizens look up to some, down on others, with never an instinctive feel for treating every human being precisely on the level. While the noblesse oblige of the democratic spirit does not permit invasion of the home even to reform the family, no generosity of spirit can excuse lack of concern with the conditions of its own continuity. Democracy must depend upon its schools to cultivate a reverence for every human being simply because human, and thus it may expect its schools slowly to depreciate the prestige of a family pattern that is as democratically frustrative as it is spiritually pernicious.

STILL ON HIS FIRST LESSON

A fundamental principle of American democracy is that nothing granted one citizen shall be denied another because of his membership in a certain racial or religious group. Article 13 of the charter of the UN recognizes as a fundamental human right the right to an education, to be enjoyed by all without distinction as to race. Yet practice in many institutions of higher education in the United States contravenes this basic principle. Although such discrimination may be denied, ignored, or a justification attempted, the quota or "selective admission" systems of many colleges are a direct challenge to democratic principles taught in courses in those same colleges.



Courtesy Appreciate America, Inc.

Observations of an Innocent Abroad

By ISOBEL BLAIR

Exchange teacher from Great Britain now teaching in Bloomington, Illinois

ARRIVING in New York in August, 1946, after spending seven grim and tragic years on the Northeast Coast of England, was like arriving on some strange new planet; it simply couldn't be the same world, I thought. The whole city seemed to revolve in a continuous blaze of light, the people who passed were all so smartly dressed, and the shops were full to overflowing with varieties of food which I had forgotten ever existed.

My life at home had been so vastly different. I had assisted in the wholesale evacuation of school children to the country; I had spent years enduring air raids at night; and endeavoring to keep life normal and maintain standards of education during the day for children who were also having terrifying and sleepless nights. I had, in common with thousands of other British teachers, evolved a technique of dealing with my class in the event of an air raid warning during the day, and of continuing education or entertainment in air-raid shelters while the usual performance went on outside. I had firewatched once a week at school, and had helped to cope with two or three hundred people made homeless in air raids and accommodated in the school, which was fitted out as a rest center with eating and sleeping facilities.

And lastly, when we thought the end in sight, I had found my class swollen to over seventy pupils by the influx of evacuees from London when the flying bombs and rockets started coming over.

In spite of the fact, however, that we were literally fighting for our lives, there was still time for an intense interest to be taken in the future of education. This was due partly, I believe, to the fine work done by the schools during the war and partly to the fact that the British people realize now as never before that the only effective weapon against the threat of atomic warfare is education, an education which will produce clear thinking people who understand not only themselves but other people also. The result of this interest was that in 1944 an education act was passed by Parliament which will

revolutionize the educational system of the country.

My own interest in the future of education and the development of Anglo-American understanding has led me to Bloomington, Illinois, where I am now comfortably settled at Edwards School, teaching fourth grade and thoroughly enjoying the experience. The principal and the entire staff have been so kind and helpful that I couldn't help feeling happy and very much at home.

I found that Edwards School was a pleasant well-kept building with plenty of outdoor space for games and physical training, but I did often wish it had a wall around it when children had to run onto a busy road to retrieve balls while I waited anxiously watching the traffic.

At first I was completely overwhelmed by the wealth of equipment and visual aids available in school, by the piles of new textbooks and the well equipped library, and I realized just how depressing our depleted stock, which has not been replaced for seven years, would seem to Miss Spiers, who has taken my place in England.

I found that my school day was to be thirty minutes shorter than in England and decided that that was accounted for by the fact that in England we take thirty minutes for religious knowledge every morning, finishing lessons at 12 noon instead of 11:30 A.M. I found that the discipline, which I had been prepared to find non-existent, was, on the contrary, extremely good; but later I found that the children seemed to experience great difficulty in settling down to and concentrating seriously on the book in hand. I attributed this to the fact that many of them seem to be overstimulated by a wide variety of interests and occupations outside school, and, in trying to cope with them, all are reduced to a state of nervous tension to be compared only with the excitable condition of English school children during the air raids.

I found that my American pupils talked to me much more freely and on a more equal footing than children in England, where remnants of the old idea that "children should be seen and

not heard" are still in existence. I found that as we in England start compulsory education at five, the general level of attainment in the three-R skills was about a year below that of children of the same age in England. I was surprised that history was not taught in the lower grades as we in England teach it, in simple story form, from the age of seven, probably because we have a greater accumulation of history to master.

I found that there was not the same emphasis on handwork as we have in England, and that it is not the custom to teach sewing and knitting from the age of seven, as it is at home.

At first when I was given three sets of printed workbooks, I was thrilled, I thought they were such a good idea—so different from the smudged and blotted copybooks to which I was accustomed. As the weeks have passed, however, I have revised my first impression, as I find the workbooks becoming more and more monotonous, and realize that I am learning nothing of the personality of the individual child through his written work, as I most certainly do with the smudged and blotted copybooks.

The idea of P.T.A., which is growing in England, but which is not general, is very much more advanced in the United States, and I think that is admirable. It helps both parent and teacher, it smooths out many difficulties which might otherwise arise, and insures a "carry over" of the influence of the school into the home.

The teachers of Bloomington, Ill., are an extremely hard-working body, taking a live interest in the future of education and spending the greater part of their summer vacation acquiring further knowledge and better qualifications.

The main difference between the educational systems of Britain and America is, I believe, that the American system sets out to provide a good general education for every member of the community, while in the past Britain has catered largely to the more brilliant and gifted students. We in Britain have probably risen to greater heights of scholarship and intellectual attainment but we have also plumbed greater depths of poverty and ignorance. The education act of 1944 proposes to offer equal opportunity to all and a chance for each individual to develop a well balanced personality along those lines which are best-suited to his capabilities.

With regard to American life in general, I find that the American people are, on the whole, more

spontaneous and exuberant than the British and not so reserved and restrained. This is partly accounted for by the fact, which I learned recently, that there are 10 people to the square mile in the United States as compared to 750 to the square mile in Britain, where there isn't so much room to be exuberant. It also seems to me that the Americans have the valuable gift of being able to laugh at themselves and take things more lightly and not so ponderously as we do. This seems very obvious to me, coming as I do from a country where the shops love to advertise the fact of having been established in 1760 or (rather more pompously) exhibit signs saying "By Appointment to the King," to a country where the shops facetiously call themselves "The Piggly Wiggly."

Accustomed as I am to the idea that father is the important person in the home and that the rest of the family revolves around him, it is startling in the extreme to come to a country where it appears that the youngest member of the family is the most important person and it is father who does the revolving. It also seems to me very strange that although Americans have extremely beautiful homes, they never seem to want to stay there. I think the influence of the home is stronger in Britain, where we do not have nearly so many clubs and societies because our homes are our clubs.

Coming from Britain, where, when I left, people were still talking about what they would do "when the war was over," I was horrified on my arrival in the United States to hear much discussion about the next war. I, in common with millions of other Europeans, know from bitter experience that twentieth century warfare is not an affair of waving banners and sounding trumpets, but an experience of untold misery and suffering in which the old, the sick, the women, and children are the combatants and the sufferers.

As an educator, I feel that the most useful work the teachers can do in the world is to educate our children to become citizens of the world, and to that end I believe that this exchange of teachers is a wonderful opportunity. I feel sure that if we can mould a generation of people who can combine within their personalities the drive, imagination, and virility of the Americans and the stability, patience, and tenacity of the British, we shall probably produce the kind of people who can cope with the Atomic Age.

The Human Relations Front

By LAYLE LANE, Chairman of the AFT Committee on Cultural Minorities

"In the twentieth century war will be dead, the scaffold will be dead, dogma will be dead; but man will live. For all, there will be but one country—that country the whole earth."—VICTOR HUGO.

CREDITS

The *Pacific Citizen* devoted its Dec. 21 issue to "Resettlement," with articles by outstanding personnel of former WRA, showing what is happening to the returning Nisei. Many, according to Dillon Myers, both on the West Coast and elsewhere are holding down better jobs than ever before; however, the road back is particularly difficult for those who operated farms before the evacuation.

* * *

The U. S. mint has begun the minting of 5 million 50-cent pieces in honor of Booker T. Washington. The coins will sell for \$1.50 and the proceeds will be used to establish a school at Dr. Washington's birthplace, Rocky Mount, Va.

* * *

The Los Angeles Unit of The Catholic Theatre Conference staged "Trial by Fire," a drama written by Father Dunne based on an actual incident in the life of a Negro family. Portraying the tragedy that overcame them in their effort to escape restrictive covenants, the play is a severe indictment of segregation.

* * *

President Truman appointed a three-member amnesty board to review the cases of all persons convicted under the Selective Service Law and to make recommendations regarding clemency. In making the appointments, President Truman stated, "Freedom of conscience is basic to our American tradition of individual liberty. . . . [The Draft Act of 1940] recognized conscientious objection to war by reason of religious training and belief, and provided alternative service in work of national importance under civilian direction."

* * *

Prof. J. Frank Dobie, of the University of Texas, in speaking of the Herman Sweatt suit for admission to the University of Texas, said, "I am for democracy and I know that keeping my fellow man down, no matter what his color, and keeping him ignorant is evil and undemocratic."

* * *

The Student Legislative Assembly of North Carolina welcomed Negro students from colored colleges at its recent annual meeting. There was no segregation in seating arrangements and Negro students served on an equal basis with white students as discussion leaders.

* * *

Although Negro members of the AFL Chemical Workers Union of Anniston, Alabama, were willing to accept a wage contract which discriminated against them, the white members rejected it and eventually one without a wage differential was won. Unions are helping to build better race relations in the South.

DEBITS

Nine farmers of Paris, Ill., who lynched a Negro veteran were fined a mere \$200 each by Federal Judge Walter Lindley for "conspiracy to violate the federal civil rights statutes."

* * *

In June, Judge Archer of Texas issued a court order giving the University of Texas six months to establish a law school for Negroes. In December, a writ of mandamus was sued for by the NAACP on behalf of Herman Sweatt to compel the University to admit him. The argument for the writ was that the University had not provided "legal training substantially equal to that offered at the University of Texas." Judge Archer denied the appeal for the writ.

* * *

The mayor of Indianapolis vetoed a proposed FEP ordinance sent to him by the City Council, which had voted eight to one for acceptance.

* * *

National Opinion Research Center of Denver, Colorado, took a recent poll on the prospects of war. The survey showed that 63% of the American people believed that the U. S. would be involved in a major war in the next 25 years. A third of the 65% believed the country would be in a war in 5 years.

* * *

The U. S. Supreme Court has refused to review the suit of J. D. Johnson of Greenville, Tenn., who brought suit in the Tennessee courts to recover his 1945 payment of a \$2 poll tax. Johnson charged the tax was illegal and unconstitutional.

* * *

Judge Tillman D. Johnson of the Federal District Court, Salt Lake City, denied the appeal of more than 100 aliens of Japanese ancestry against their forcible deportation to Japan. The appellants charged that the immigration and naturalization laws based on race were unconstitutional and further, that the deportations, in breaking up families, were "cruel and unusual punishments."

* * *

A 281-unit housing project for Negro veterans in Norfolk, Va., had all work on it stopped by the FPHA on Dec. 20. The reason given was that rising costs had forced suspension of construction on veterans' temporary re-use units being built by FPHA throughout the country, pending review to ascertain the number which can be completed with available funds.



Here's how you can do a better teaching job...

As you know too well, classrooms everywhere are overcrowded. And you are working overtime to maintain high teaching standards.

Now, more than ever, Encyclopaedia Britannica Classroom Films can be a potent aid to you. They make it easier for your students to learn, easier for them to retain what they have learned . . . and easier for you to teach more to more pupils in less time.

Don't let anybody tell you, that because the budget is limited, your school cannot afford these films! Schools with even a very small audio-visual budget *can* afford classroom films. The new "Lease-to-OWN" Plan enables you to put these films to work . . . *now*. Your school pays for the films while you are using them. And year-to-year payments are as low or lower than film rentals!

For complete information, write Encyclopaedia

Britannica Films Inc., Dept. 5-B, 20 N. Wacker Drive, Chicago 6, Illinois.

FACTS about Encyclopaedia Britannica Films—

1. Over 500 titles cover subjects taught from kindergarten through high school.
2. Unbiased and authentic. Geared to the same high standards of the Encyclopaedia Britannica.
3. Produced by pioneers in the industry—over 17 years of experience in making classroom films exclusively.
4. Created in collaboration with educators who are recognized as authorities in their fields.
5. Used by schools in 48 states and in 22 foreign countries.



ENCYCLOPAEDIA BRITANNICA FILMS INC.
A MEMBER OF THE ENCYCLOPAEDIA BRITANNICA FAMILY

Immigration: Facts, Problems, and Proposals

WHAT SHALL WE DO ABOUT IMMIGRATION?

by Maurice R. Davie. Public Affairs Pamphlet No. 115. *Public Affairs Committee, Inc.* 30 Rockefeller Plaza, New York 20, N.Y. 10c.

Many classes of immigrants not only do not take jobs away from Americans but increase job opportunities, declares Dr. Maurice R. Davie, Chairman of the Yale Department of Sociology and Director of the Study of Recent Immigration from Europe, in this Public Affairs Pamphlet.

Among the groups that unquestionably aid in providing jobs, Dr. Davie lists those immigrants who bring capital and business experience with them, those who become employers of labor, those who possess special skills or abilities that America may need, or those who are willing to take jobs for which enough native applicants cannot be found.

Moreover, a large number of immigrants are not wage earners and hence are not competitors. Among these are people too old to work, women who remain housewives, and young children.

"The theory that immigrants take jobs away from Americans is disproved," the pamphlet adds, "by the whole history of the United States. We have always had immigration; yet wages have been comparatively high and working conditions good. In fact, the expansion of American industry has been largely due to immigrant labor, and immigration has been an economic asset to this country. In particular, we have profited by the skill and experience of the immigrants without having had to bear the cost of rearing, educating, and training them, since most of them have come as mature individuals and full-fledged workers."

Although opinion in America appears to favor limiting the number of immigrants, Dr. Davie finds that there is a widespread feeling against any "closed door" policy and that the demand for a more liberal immigration policy takes the form of proposals to relax, *not remove*, our restrictive legislation.

Some of the proposals mentioned in the pamphlet for liberalizing, without fundamentally changing, our present immigration policy are:

(1) To permit the unused quota of any year to be carried over to later years.

(2) To permit a mortgaging of the quota for several years in advance in order to allow an immediate increase in the number of immigrants during a crisis period.

(3) To base quotas not only on the country of origin but also on the occupation and skill of the immigrant.

(4) To grant preference to persons under a given age or in certain occupations, or in cases where exclusion would result in special hardship.

Under any of these proposals the over-all number of quota immigrants admitted would not exceed the totals

now allowed, although the national-origin basis of our present quota system might be modified.

Dr. Davie, in viewing a continued pressure for migration, raises the question of whether nations with large unexploited areas are justified in excluding less fortunate people. "These and other broad problems of immigration can be solved," he says, "only through international cooperation. But in dealing with them the United States must take a leading part."

Will we follow the same trend of restricting immigration as we did after World War I? Can the United States justly urge other nations of the world to accept refugees unless it accepts a share of the burden itself? After raising these questions, the pamphlet concludes that "It would be strange indeed, especially at this time when the lives and liberties of millions throughout the world are endangered, if we, with our proud tradition as a refuge for the oppressed, should refuse to bear our share of a great human problem by closing our gates."

What Shall We Do About Immigration? by Dr. Maurice R. Davie is Pamphlet No. 115 in the series of popular, factual, ten-cent pamphlets issued by the Public Affairs Committee, Inc., nonprofit educational organization. Dr. Davie is also co-author of Public Affairs Pamphlet No. 11, *The Refugees Are Now Americans*.

Education and Agriculture in West Africa & Belgian Congo

AFRICA ADVANCING, by Jackson Davis, Thomas M. Campbell, and Margaret Wrong. *The Friendship Press*, 156 Fifth Avenue, New York 10, N.Y. 1945. 230 pages.

Under the general sponsorship of the International Missionary Council this study of rural education and agriculture in West Africa and the Belgian Congo was prepared by three outstanding authorities: Dr. Jackson Davis, who has played an important part in the movement for the improvement of Negro education in both America and Africa; Thomas M. Campbell, a graduate of Tuskegee Institute, who is now field agent for the Agricultural Extension Service of the U.S. Department of Agriculture and is in charge of work among Negro farmers in seven states; and Miss Margaret Wrong, a pioneer in Africa-wide literature and literacy work supported by British, Canadian, and United States missionary and certain philanthropic bodies.

To obtain first-hand information these three persons visited the African countries, where they consulted government officials and representative Africans, and conferred with missionaries.

The survey is of special value because, as the writers point out, "probably nothing in the present disturbed international situation has more potentialities for good or ill than the development of the so-called backward or dependent peoples of the world and their adjustment to western civilization."

A Guide to Labor Unions

AMERICAN LABOR UNIONS, by Florence Peterson, Harper & Brothers, New York, 1945. \$3.00.

The teacher and student who have sought in vain for practical information about unions in the numerous theoretical works on labor problems now on library shelves will welcome with enthusiasm this excellent guide. The author, who is director of the Industrial Relations Division, Bureau of Labor Statistics, U.S. Department of Labor, has written an extremely readable reference work on AFL and CIO unions and the Railroad Brotherhoods.

Here one can learn how unions conduct their everyday affairs. One discovers how officers are elected; what they are paid; how members are admitted; what initiation fees and dues are required; how officials and members are disciplined; and how local and international unions function.

Particularly valuable and useful are the various tables and charts on subjects such as: extent of collective bargaining, initiation fees and dues specified by union constitutions, expenditures for benefit services by AFL unions, work stoppages due to labor disputes—1916-1944, trend of strikes—1926-1944, cost of living—1913-1944.

There are also included directories of international unions with 1944 memberships and a list of labor journals.

The procedures of bargaining with employers and adjustment of labor disputes are described in detail. There are three excellent chapters on labor press, educational and beneficial activities, and labor cooperatives.

For the neophyte there is an illuminating historical summary of the rise and growth of labor organizations in America from colonial times down to the present. And for good measure there is a glossary of 260 labor terms. Try yourself out on "feather bedding," "lobster shift," and "runaway shop." There is an index and selected bibliography.

This authoritative handbook will dispel many myths and falsehoods which too often figure in the press and on the radio.

MEYER HALUSHKA, Local 1, Chicago
AFT Vice President

British Film Presents Facts Behind Juvenile Delinquency

The British Government film, CHILDREN ON TRIAL, was shown at the Attorney General's Conference on Juvenile Delinquency in Washington on November 21. The new feature-length documentary was very enthusiastically received by the delegates.

Shot on location in London, Birmingham, and Liverpool, the film presents many of the people who actually figured in the three cases shown. Its purpose is to explain the facts behind juvenile delinquency and to show what Britain is doing to combat them. The work of the Approved Schools to which the children are sent is presented in detail.

The film begins by showing a city's slums in all their squalor, next presents some young delinquents, their crimes, their appearance in court, and their commitment to an Approved School, where rehabilitation follows.

The dramatic presentation of the problem shirks no

issue in tracing the causes of delinquency. While the film describes the procedures of the juvenile court and the work of the Approved School, it has no hesitation in admitting that these are expedient measures, no matter how sincerely administered. The root cause of delinquency lies in the home; the inadequate home may be the result of bad human relations between husband and wife or parent and child, or may be the product of bad housing conditions and the ill-planned fabric of our cities.

CHILDREN ON TRIAL is being distributed throughout the United States by British Information Services.

"Scholastic Magazines" Offer Three New Services

Scholastic Magazines has inaugurated three new services to high schools.

Two new special weekly editions for classroom use are now available. These are *Practical English* and *Prep*.

Practical English serves the particular needs of high school students in beginning English courses and those preparing for jobs in business and office work. It emphasizes better letter writing, salesmanship, social and business conversation—the practical use of English in everyday life. It also contains helps on how to improve spelling, punctuation, pronunciation, and vocabulary.

Practical English serves a younger age group than the English edition of *Senior Scholastic*. This edition has been renamed "Advanced English Edition." It will continue to help students with their work in composition and creative writing and American and English literature. This edition will feature outstanding original writing by high school students discovered through the Scholastic Writing Awards.

Prep is designed for students who are going directly into industry or business immediately after two to four years of high school. Employer-employee relationships, social security, health and safety precautions will be among its features.

Both of these *Scholastic Magazines* editions will carry news of the world for youth and the regular features on what is happening in music, motion pictures, sports and other fields.

The third new Scholastic service is *Scholastic Teacher*. Once a month the regular Teacher Edition of *Scholastic Magazines* is expanded into a 16-page magazine, offering articles by educators on new techniques and methods in the teaching of English and social studies. It also supplies a guide to radio programs and audio-visual aids. Trends in education, literature, government, economic, social and health fields vital to teachers are also covered.

Reading for Democracy

The 1946-47 edition of "Reading for Democracy, Books for Young Americans," is now available to schools. Copies may be obtained by writing to the National Conference of Christians and Jews, Suite 918, 203 N. Wabash Avenue, Chicago 1, Illinois.

If more than ten copies are desired, postage should be enclosed.

New Jersey State Federation of Teachers Adopts Program at Ninth Annual Convention

The ninth annual convention of the New Jersey State Federation of Teachers went on record as favoring a state-guaranteed salary schedule ranging from \$2500 to \$5000 a year.

The organization also planned an intensified organization drive, with a full-time organizer to work among the teachers in cooperation with one of the organizers of the State Federation of Labor.

Support for the teachers of St. Paul, Minnesota, was expressed in a resolution calling on the locals of the state to make financial contributions to the striking teachers, whose activity was described as "a national public service on behalf of all the teachers of the nation."

The convention also passed resolutions urging the following:

(1) Distribution of \$12,600,000 of state funds (from interest on railroad tax money originally dedicated to education) to school districts for increasing teachers' salaries.

(2) Introduction of a bill permitting the teachers of the state to appeal directly to the people through a referendum, as other employes can.

(3) Amending the system of state aid so that every school district shall receive no less than \$60 per enrolled elementary pupil and \$75 per enrolled secondary pupil.

(4) Federal aid for education.

(5) Legislation supporting nursery schools and child care centers.

(6) Expansion of the school lunch

program.

(7) Legislation to provide the services proposed in the Wagner-Murray-Dingell Bill.

(8) Allowing teachers one unassigned period a day for planning, conferences, checking student work, preparing classroom aids.

(9) Keeping class size to a maximum of 25 pupils, and providing substitutes for all absent teachers.

(10) Legal redefinition of the term "substitute" and granting to the substitute the minimum annual salary for teachers in the locality, or one two-hundredth of the minimum annual salary for per diem substituting.

(11) Holding of State Board of Education meetings at a time when teachers may attend; notifying teachers' organizations of the time and agenda for such meetings; and setting up an advisory committee of teachers to help guide the State Board in determining policies.

(12) The right, in calculating years of membership in the Pension and Annuity Fund, to buy "back service" credits for all teaching done in New Jersey.

(13) A national FEPC, outlawing of poll taxes, and strong measures against lynching.

(14) Withdrawal of tax exemption from colleges and universities which restrict admission of students because of race, creed, or place of birth, or which have quota arrangements for this purpose.

(15) Calling on New Jersey's senators to do all in their power to prevent the seating of Senator Bilbo.

(16) Abolishing Jim Crow locals in unions.

(17) Opposition to efforts to destroy the Wagner Labor Relations Act.

(18) Calling attention to the need to increase labor's purchasing power as well as labor's efficiency.

(19) Support of such bills as the Wagner-Ellender-Taft housing bill.

(20) Legislation to provide free university training to all New Jersey citizens in all institutions of higher learning now subsidized by state funds and bearing the title of the State University of New Jersey; establishment of a system of free junior colleges in the public schools of the state.

(21) Taxation, on a graduated scale, of large private and corporate incomes if necessary to provide increased revenues for the state. (The convention expressed disapproval of sales taxes.)

(22) Liberal alteration of immigration quotas in order to maintain America as a haven of refuge for homeless victims now living in the displaced persons camps of Europe.

Speakers at the closing dinner of the convention included AFT President Joseph F. Landis and Alan Burr Overstreet, professor of government at Wesleyan University.

AFT Chapter at Wayne University Plans to Make Several Studies

231 DETROIT, MICH.—The Wayne University chapter of the Detroit local recently passed resolutions for committee investigations and reports on: (1) broadening the franchise for the election of members-at-large to the University Council; (2) teaching loads; (3) promotions; and (4) possible financial support from the University for faculty members attending meetings of learned societies. Previous to this action, the chapter had concurred in a recommendation of its executive board that committees study the benefits derived by students from

the student activity fee and investigate the University's public relations policies.

Mishawaka Local Working for New Salary Schedule

806 MISHAWAKA, IND.—Local 806 reports active work on a new salary schedule and indicates that much interest is being shown by non-members in the advantages that might accrue to them by membership in the AFT.

Muskegon Teachers Receive 25% Increase.

766 MUSKEGON, MICH.—The Muskegon AFT local has won a 25% increase in pay. The school board had previously voted a \$350 cost-of-living increase. It was not immediately known whether the new percentage won would be based on the base pay or on the base pay plus the \$350 increment. Before the increases the men teachers had a minimum pay of \$2000 a year for those having B.A. degrees, and \$2100 for those having an M.A. The maximum that could be received was \$2900. Women received a hundred dollars less in each category.

President of Toledo Local Points Out Union's Fundamental Goals

250 TOLEDO, O.—Carl Benson, who served for four eventful years as the president of the Toledo AFT local, has retired from that office. An official release of the local pays high tribute to his accomplishments during his long term in office.

His successor, George Hammer-smith, issued the following message pointing out the union's fundamental goals and suggesting the way to their attainment:

"Our challenge is for professional solidarity. The many and varied overlapping organizations prevent a united front, and make for the confusion of issues both to the public and to the teachers.

"We must rededicate ourselves to 'Democracy in Education, and Education for Democracy.' There is no time to lose. Let us convert 'bickering' and 'top blowing' among our groups into Federation activity. Let us march along with those who have given us all so much. We need not

apologize for our profession any longer, but we must have the courage of our convictions.

"The immediate need is for adequate salaries, which means more teachers. More teachers means smaller classes. And smaller classes means that teachers can give the youngsters the training that they deserve and need in a democratic society.

"We need to know the child better. We need to become better students of society. We need to understand and to believe in people, individually and in mass.

"Your Federation of Teachers believes that this can best be done by renewed activity in the AFT. In reaching this goal, let us all give a full measure of cooperation in learning to do by doing. The children are worth the best our profession can give them, and our profession is worth the best we can give it. Toward these goals let us march shoulder to shoulder during the coming year."

Improved Pension System Planned For Teachers in Washington State

Governor Wallgren of Washington has announced that a new teachers' retirement bill is ready for submission to the 1947 legislature. It is designed to provide a pension of \$100 monthly after 30 years' service. The bill includes a provision for an adequate appropriation and reserve fund to meet pensions during the next two years. A retroactive clause would make its effective date March 1945. Certified teachers and administrators, exclusive of those in the university and state colleges, would stand to benefit by the passage of the new bill.

Teachers participating in the new program would contribute 5% of their salaries to the annuity and disability fund. Upon retirement they would receive, in addition to the pension, an annuity based actuarially on the individual's accumulated contributions.

Although the governor's bill is a step in the right direction, it is not altogether satisfactory to Washington labor, since it covers only those who are already in the retirement system. Labor favors the inclusion of all school employees.

The Washington Federation of

Labor is also favoring salary adjustments for teachers of \$600 for the current year and \$1000 annually above current salaries in the new biennium; \$30,000,000 surplus funds for the state's matching aid to local building programs; and \$2,000,000 each for nursery school and transportation programs. The minimum salary favored for teachers is \$2660 and the highest \$4235.

Evan M. Weston, president of the State Federation of Labor, states: "Labor not only backs education, it will front for it. The children in the public schools are, for the most part, labor's children."

Night School Teachers Receive Increase in Pay

203 DENVER, COL.—The Vocational Teachers' Federation of Denver reports an increase in the salaries of night school teachers. These teachers now receive six dollars for two hours of service instead of the four dollars previously received. The salary increase became effective in December.

Labor Leader Elected To School Board In Philadelphia

3 PHILADELPHIA, PA.—The Philadelphia local is enthusiastic over the election of Joseph McDonough, business manager of the Central Labor Union, to the Philadelphia school board. He has in the past taken an active interest in school affairs, making an appeal to the board each year when the budget was being considered, for better schools, higher salaries, and militant leadership. The teachers feel that now they have a real friend on the school board.

Mr. McDonough started out as a plasterer and was chosen business manager of the plasterers' union. Later he was president of the Central Labor Union and is now its business agent. He is also active in other organizations working for the civic welfare. His election as a member of the school board by the Court of Common Pleas, which chooses members of the board, was unanimous.

Full Status Won for Permanent Supply Teachers

858 DENVER, COLO.—John M. Eklund, AFT vice president, reports a great victory for permanent supply teachers in Denver. The position of union teachers on the problems connected with permanent supply teachers was presented to the school board in September and was followed by persistent pressure until 45 teachers, who had been on permanent supply status for periods up to 28 years, were awarded full status, and contract and pension rights. The union is now in a position to see that the breakdown of tenure through this avenue will never be repeated.

15% Adjustment Voted For Dearborn Teachers

681 DEARBORN, MICH.—In November the Dearborn school board unanimously voted a 15% cost-of-living adjustment in teachers' salaries, effective the second semester. This victory is the culmination of a long period of work on the part of the AFT local, during which time it has been in constant contact with the school board on matters of salary and other problems connected with the schools.

Campaign of Information and Education Advocated by President of Cleveland Local

279 CLEVELAND, O.—E. H. Rueter, president of the Cleveland local, in a recent issue of the *Cleveland Union Teacher* indicates what he thinks are the proper procedures by which union members may best attain their objectives. He says in part:

"There are within the ranks of the Cleveland Teachers Union a few irresponsible individuals who believe that engaging in a campaign of antagonism against the Board of Education and 'bringing pressure to bear from outside groups' will result in speedier action on Union requests.

"Responsible members believe our organization's program is a constructive one. They believe that the best 'pressure' technique is the technique of reason and information. Responsible members believe that the members of the Board of Education consented to serve on the Board because of their interest in Cleveland's youth. They also believe that the members of the Board want good schools.

They believe that the quickest and surest way to progress is to build sound relations through mutual understanding and confidence. They know that where good faith and understanding exist on both sides, unions and management have succeeded in solving their problems with a minimum of irritation and a maximum of benefit to both sides. They have learned that this building on mutual confidence and understanding by employers and unions has brought into being real collective bargaining and the establishment of grievance and other bargaining committees for the purpose of clearing up differences.

"Responsible members of our organization believe that the citizens of one of the richest cities in the richest country in the world want good schools for their children. They believe that Cleveland parents would not be satisfied with conditions in the schools if they knew the actual facts. They believe that adequate support for schools can best be mobilized by

a campaign of information and education. They know that the printed word in newspapers and magazines, the voice on the radio or at meetings or conferences of community groups, civic clubs, parent associations, etc., must be the means of arousing public opinion. They know that publicity costs money and the Union budget has been stretched pretty thin.

"These responsible individuals also know that while a number of hard-working members are giving unstintedly of their time and talents, others begrudge even the small annual dues now in effect, and that without adequate financing no expansion of the union program can be attempted. They also know that, in the words of William Green, president of the American Federation of Labor, 'In this imperfect world, made up of imperfect people, we do the best we can with what we have'—in building a better world for the youth of America."

AFT No-Strike Policy Discussed In Bulletin of East Chicago Local

511 EAST CHICAGO, IND.—*The East Chicago Teacher* makes its contribution to the re-examination of the AFT non-strike policy in the following statement:

"Since the AFT was organized in 1916 it has operated with the belief and policy that teachers should not strike; that a teacher strike would be against the children, and would please the enemies of education who would welcome any interruption in the child's school schedule. The AFT has insisted that its affiliated locals negotiate with their school boards with the aid of large numbers of citizens who are affiliated with organized labor and that no strikes be called.

"Strikes have become a recognized means by which labor, and even big business, gains its ends. This method of negotiating has produced much improvement, especially in recent years. However, there have been numerous cases where it has taken years to win benefits which could have otherwise been won in a few days by a strike or even the threat of a strike, if all concerned knew that the strike were genuine.

"Settling an argument quickly rather than having it extend through

a number of years would be to the benefit of the child, even though he lost a few days or a few hours of school at the time of the strike. However, there are arguments on both sides of the question which will be thoroughly studied before AFT adopts a definite stand."

Labor Head Addresses Portland Teachers

111 PORTLAND, ORE.—J. D. McDonald, president of the State Federation of Labor, spoke at an open meeting of the AFT local. He told his audience, which included a large number of teachers not members of the union, that the best way for Portland teachers to improve their conditions was to join the teachers' union because it has the machinery to make it possible for them to attain their objectives. He called attention to the fact that the technical engineers in the Bonneville administration, many of whom receive much larger salaries than Portland teachers, are all members of an AFL union.

Paterson Local Offers Series Of Evening Programs

482 PATERSON, N. J.—The Paterson Teachers' Union has begun a series of evening programs, dedicated to better schools for better living. The first program of the series featured Louis Ginsberg, nationally known poet and a member of the Paterson local, who read from his two volumes of poems and some of his more recently published work. The programs are open to the public.

Terre Haute Plans Program of Action

734 TERRE HAUTE, IND.—At a recent meeting of Local 734 a unanimous vote of agreement was given to the statement, "Education has no better friend than organized labor." The organization expressed its support of the proposal to reduce to 25 the number of pupils in teaching units in grades under the ninth. The group also voted to back the statewide drive to reduce arrearages that teachers must pay to the Indiana State Teachers Retirement Fund under the terms of an act passed by the Indiana legislature in 1945.

Important Victory on Withheld Pay Won for Detroit Teachers

231 DETROIT, MICH.—The Michigan Supreme Court, in a ruling issued on December 3, sustained the verdict rendered a year ago by Circuit Court Judge James E. Chenot, awarding to approximately 830 litigants the remaining half of wages withheld by the Board of Education in the depression year of 1932, plus interest totaling almost 100% of the claim.

The money due the participants in the suit will be turned over in a lump sum to the committee representing the Detroit and Wayne County Federation of Labor, in whose names the suit was filed. Interest will then be computed on each claim, a pro-rated share of the lawyer's fee deducted, and checks mailed to the individual claimants.

Not only participants in the suit, but all 1932 employees of the Board whose wages were withheld will share in the fruits of the court fight. The Board, at its December 10 meeting, ruled that interest would be paid to everyone, at the rate specified by the court.

The sum involved in the claims of the 832 litigants is approximately \$130,000, almost half of which is interest. Payment of interest to all 1932 employees will cost some \$600,000.

"The principle which this court fight has established is more important than the money involved, welcome as that is to teachers,"

says Mrs. Helen Moore, Detroit Federation Executive Secretary. "It is extremely unlikely that the city or the Board of Education will ever again require their employees to work for nothing when the coffers are low, and then refuse to pay their just debts when the money comes in."

"A decade of pressing and almost four years of litigation by the Federation were required to force our employers to meet an obligation, the moral validity of which was admitted from the beginning. Hundreds of thousands of dollars of the taxpayers' money have been wasted in an effort to prevent this payment. It is good to know finally that public employers can be required to conform to the same standards of ethics and justice in business dealing as are imposed on private employers."

Major credit for the teachers' victory goes to attorney Edward N. Barnard, whose able handling of the case left those who followed the court action in no doubt as to the final verdict.

Circuit Judge James E. Chenot, who heard the case, was upheld by the Supreme Court in every detail. "I am glad that law and justice were so in accord in this matter," stated Judge Chenot. "The Federation performed a noble job which, I trust, teachers recognize." —Adapted from the "Detroit Teacher."

Montana Locals State Stand on Reorganizing And Financing Schools

The executive council of the Montana State Federation of Teachers met in Helena in December to discuss school legislation and other matters of concern to teachers. It issued a statement on the reorganization of the Montana schools. After commending the work of the governor's commission on reorganization, the council pointed out features of the commission's report on which it differed. The council especially urged "that legislation be not hurried and that the legislature make a special appropriation for the continued study of the whole question of reorganization of districts and financing of schools; that the commission be more widely representative of various groups of citizens—farmer, labor, and the classroom teacher as well as business and professional people."

More specifically the council recommended "that to provide needed school revenue, the legislature authorize increasing the high school budget by 50% and the elementary maximum school levy by 50%, and that the annual state appropriation to the Public School General Fund be \$1,700,000, an increase of \$750,000 over the 1945 appropriation."

The statement of the executive council setting forth its views on the reorganization question has the concurrence of the executive board of the State Federation of Labor.

John M. Eklund Urges Rethinking in Education

858 DENVER, COLO.—John M. Eklund, AFT vice president and a leader of the Denver local, recently wrote a guest editorial for the *Denver Post*. The editorial, which points out the need of "rethinking" in education, follows:

A friend of mine hit me with a question the other day that stopped me in my tracks. We had been talking of many of the recommendations and requests that have been made recently by educators on behalf of American education.

"Now supposing," he said, "that Mr. John Public would give the green light to all these proposals—a blanket approval for increased building and modern facilities; complete mental and physical clinics for children; higher professional standards for teachers through pay, travel,

tenure, retirement; greatly reduced class sizes so that individual instruction might become a reality instead of a philosophical myth; wide and complete use of community school plant, and modernized play and recreational facilities. Would that do a complete job for the American child?"

In framing an answer to that question there came to me a deep wish that—sick as American public education is in these regards—solution could be that simple. It would be a job of influencing the buying power of parents to buy adequate training and care. That job with reasonable demonstration would not be too difficult.

In bringing out a hesitant "no" to my friend's question, however, the increasing complexities of our

social and political problems assumed greater proportion. Fundamental to this "complete" job he talks about is a realistic approach to a nation and a world of pressures. Much as we dislike use of the term "pressure" it remains—the citizen of tomorrow must needs learn to deal with pressure where he meets it.

The rethinking I would propose is not new, and in a discussion of this kind it can but be sketchy. First, we cannot afford to leave any of our social or political problems "in the drawer." These include such important pressure problems as management-labor relations, the influence and effect of political theory (both at home and abroad), the functions of all society in world government, and the plight of minority groups. True, we have taught,

and do teach well, some phases of each, but in most cases too incidentally in "courses" in "social problems" and "international relations." Today's education must be molded around, not incidental to, these criticals.

Second, we must be as objective, as unbiased, as is humanly possible. We must forsake the technic of "name-calling" and of "baiting" that gets an emotional job done, but leaves the data and the "meat" untouched. At this time when all are aroused because of the havoc particular groups in our economy are causing, the solution lies not in "name-calling," but in painstaking search for a device whereby social and economic gains of the last century will not be lost—neither will any group hazard the lives and destiny of the many. It can be done—through time and effort—but not unless these growing pressures are evaluated and brought under control through an objective and fair approach at all levels of our educational pattern.

Third, the technic of living together must be emphasized by the utilization of the democratic proc-

esses at home, at work, at school and in the streets. If we believe in democracy we must work at it—there must be a constant urge to let the child be self-directive as far as his maturity will allow. His expertness will be in direct ratio to his practice in it, plus the will to "live together" which we create within him. These technics include all basic communications, man to man, group to group, nation to nation; free interplay of knowledge; confidence and good will.

Probably the best statement of these aims is couched within the preamble of the UNESCO constitution: "... believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives ..."

Yes, that is getting close to the complete job for the child of today and tomorrow.

New York Local Criticizes Procedures in Teachers' Examinations

2 NEW YORK, N. Y.—From the *AFL News Service* comes an excellent summary of a report issued by the New York AFT local:

"Full responsibility for low morale among present and prospective teachers was placed at the door of the Board of Examiners of the Board of Education here by the New York Teachers Guild (AFL), in a 40-page report made public on the 'efficiency, validity and humaneness' of the teacher examination practices.

"The present examination system is 'outmoded, failing as it does to take cognizance of significant changes in the whole approach to teaching,' the report, which was compiled after a year's study by the AFL committee, declared.

"The report was regarded as highly significant in view of widespread criticism throughout the nation of teaching standards and wages. These matters have been highlighted repeatedly by educators associated with the American Federation of Labor in every part of the nation.

"The report noted that fundamental changes in educational policies may require a type of teacher and supervisor not now provided by the current examination system, and proposed immediate reforms to eliminate 'tyrannical, unjust and possi-

bly invalid practices.'

"Most significant criticisms of examination procedures from the point of view of number are the lack of respect and the personal indignities to which, the report charged, candidates are at times subjected; stress on mechanization tending toward perfection in details and loss of the major objective of testing, and a secretiveness, illisiveness and self-righteousness on the part of examiners that have caused the proceedings to take on the air of star-chamber deliberations, creating a belief that the board is 'eliminative rather than selective.'

"The report charges also that examinations are held at unreasonable hours; that they are unreasonably long, tending thus to exhaust the candidates; that instructions are inadequate and that candidates cannot learn reasons for their failures and as a result cannot intelligently decide to appeal.

"Criticism of the system, the report pointed out, is not confined to the teaching staff or to candidates who have failed, but the dissatisfaction 'is often as marked among successful candidates and assistant examiners as it is among unsuccessful candidates'."

Salary Increases Being Considered In Cedar Rapids

716 CEDAR RAPIDS, IA.—At a December session of the Cedar Rapids Board of Education the matter of salaries of supply teachers (substitute teachers) was considered. Supply teachers in this city were paid according to a fixed scale, lower in most instances than the salary scale for teachers under contract. Since there was no opposition on the part of the board members to a proposal that supply teachers receive the same salary as would be paid to a contract teacher with like training and experience, the rules committee was instructed to prepare an amendment to the rules to that effect.

The matter of a general increase of teachers' salaries was also taken up. Although the state comptroller had ruled that a school budget once set up could not be changed, he was of the opinion that budget surpluses could be used for additional salary payments. He stated that "if there is money available in the general fund in excess of expenditures anticipated for the school year, we are of the opinion that the budget could be amended by publishing a notice and holding a hearing in exactly the same manner as the original budget was published and hearing held. The publication would be to increase the expenditures estimated in the original budget from a certain amount to a certain amount, stating that the additional expenditures would not increase the tax to be paid during the year 1947."

It was decided that another meeting of the board would be held with teacher representatives to work out a possible salary increase with the comptroller's opinion as a guide to procedures.

Tulsa Local Is Reestablished

712 TULSA, OKLA.—An AFT local has been reestablished in Tulsa. A total of 59 teachers signed the charter application, which was accompanied by a request that they be assigned the number of the local previously in existence in that city. M. O. Hawbaker, AFT organizer, who was in the city at the time of the organization of the new group, reports that many more teachers are expected to join in the near future.

Superintendent Explains Experiment Carried Out in Vanport Schools

111 PORTLAND, ORE.—There has been a great deal of national interest in the war-built city of Vanport, Oregon. An account of experimentation in its schools, which appeared in the Portland local's *News Digest*, follows:

"The teaching profession needs a rebirth of enthusiasm," asserted Mr. James T. Hamilton, superintendent of Vanport schools, in his talk to the Teachers' Union at the luncheon meeting on November 23rd. He said that teachers need to feel that their job has some significance and one way to accomplish this is to give them a greater share in the making of school policies.

The experiment at Vanport was carried out on this principle, Mr. Hamilton stated. The schools were fortunate, he said, in not being "handicapped by tradition or by having a fixed educational pattern" which they felt they had to follow. Also they were free from interference by taxpayers' leagues—in fact they had no taxpayers at all, since they were supported by the federal government. When they needed a taxpayer for legal purposes, they created one.

Experimentation was the slogan in the Vanport schools, not experimentation just for the sake of being different but in order to find out the best way to do a good job for the

thousands of youngsters who came to them from all parts of the country. Because of unusual home conditions—usually fathers and mothers both worked in the ship yards—it became the job of the schools to be the center of living for the children of the community. This situation was used as a means of making teachers feel that their job had unusual significance.

Mr. Hamilton believes that there is too much tendency in the schools to separate policy making from the job of carrying out these policies.

"The schools," said Mr. Hamilton, "have become top-heavy with administrators and not enough attention has been given to the participation of principals and teachers in policy making."

At Vanport the administration said to the principal, "Here is a chance for you to run your own school in your own way." The result, the speaker said, was not the anarchy that some probably expected.

In the discussion which followed Mr. Hamilton's talk, questions by teachers indicated that there was some doubt as to whether all principals possess the qualifications necessary to administer schools along the lines suggested by the speaker.

Detroit Local Sponsors Bazaar To Raise Funds

231 DETROIT, MICH. — The Detroit local sponsored a Christmas bazaar to raise funds for the union. The bazaar was held in the ballroom of the Federation of Labor building. Everything from toys, dolls, and candy to aprons and hand knitted wearing apparel was offered for sale. One of the most interesting counters displayed art objects made by teachers and students in arts and crafts classes. The public was invited to attend.

Oakland Local Provides Insurance For AFT Members

771 OAKLAND, CAL.—The Oakland Chapter of the Alameda County Federation of Teachers has announced that it has entered into a contract with the Provident Life and Accident Insurance Company of Chattanooga, Tennessee, to provide a group health and accident policy for all members of the Federation. The policy went into effect on October 15, 1946.

Federation of Labor Supports Program of AFT Locals in N. Y.

Supporting the union teachers of New York, the State Federation of Labor in an open letter to Governor Thomas E. Dewey has requested that a five-point program be inaugurated featuring higher salaries for teachers in order to improve the school system. The letter stated that the growing exodus of trained teachers from the schools is one of the gravest problems confronting the state.

The letter asked that aid for education be increased "to make possible increases to cover needed educational expansion, and especially to pay salaries equal to the rise in cost of living and to raise salaries where they have not been commensurate with the services rendered." It specifically asked that a state university be established to make education available to all, regardless of race, creed, color or national origin.

ATOMS, PLANETS & STARS

A DRAWING TO SCALE

(Size 23" x 48")

DR. ALBERT EINSTEIN WROTE AS FOLLOWS:

I was extremely pleased to receive your beautiful drawing which gives a vivid representation of our solar system. I have hung it on the wall of my room to look often at it. It should, in my opinion, be printed and made accessible to all elementary and secondary schools in the country.

If you will permit I shall try to interest educators in it.

Sincerely yours,
A. Einstein.

"I have never before seen the various features of the solar system and the earth shown so skillfully."

Dr. M. M. Leighton, Univ. of Illinois

A Graphic Representation Covering the Following:

- 1.—The solar system to scale and the movements of the planets, etc.
- 2.—A "Time Table" for rocket ships showing arrival time from the planet Earth.
- 3.—The Elements, giving the melting and boiling points, density and atomic weights.
- 4.—Comparative size of the sun to the orbit of the moon around the earth.
- 5.—Comparative size of the star Betelgeuse to the orbits of the planets.
- 6.—Sectional view thru the earth showing the pressure at earth's core, etc.
- 7.—Twenty of the brightest stars and their distances.
- 8.—Our solar system in a nut shell. Shows our relative distance to other stars.
- 9.—Our location in the Milky Way Galaxy, and time to reach nearest star.
- 10.—Curvature of the earth with comparative heights and depths.
- 11.—A drawing showing the way of measuring the distance to near stars.
- 12.—Showing movement of comet tails, and their paths thru outer space.
- 13.—The Moon. Temperatures, distance, diameter and other information.

PRINTED ON 70 LB. WHITE REGULAR FINISH OFFSET PAPER

Price: \$2.50

JAMES OLIVER HOGG, JR.

(Member Burnham Astronomical Society)

160 N. LaSalle St.

Chicago 1, Illinois

Meet the American Federation of Musicians

THE organization of American Musicians into trade unions began about one hundred years ago. As early as the 1850's local musical societies sprang up in the larger cities. Their aims and interests were chiefly artistic and social.

The National League of Musicians was formed March 8, 1886, at a meeting of local societies' representatives in New York. It lasted for only about ten years. It failed to protect or improve the living standards of members because it disdained characterization as a trade union. It refused to cooperate with unions of other craftsmen and sought to establish standards of artistic talent as a condition of membership. This latter policy, enforced by examining committees, caused endless strife and resulted in great numbers of rejected musicians competing with members below league price scales.

The dissatisfied League members, aided by the American Federation of Labor and its President Samuel Gompers, organized the American Federation of Musicians of the United States, Canada, Hawaii and Alaska, in October 1896 at a convention held in Indianapolis, Indiana. Twenty-six local societies were represented. Affiliation with the Federation of Labor was accomplished and the American Federation of Musicians became a full-fledged international trade union. Owen Miller was elected president and Jacob J. Schmaltz was chosen secretary.

In 1900, Joseph N. Weber of Cincinnati was elected president of the AFM and Owen Miller became secretary. Growth was rapid. By 1905, there were musicians' locals in every community of importance.

Beginning in 1927, "canned music" synchronized with motion pictures caused tremendous loss of employment to Federation members. In a very short time, 20,000 musicians out of the 24,000 Federation members employed in theatres lost their jobs, due to their displacement by the sound films. Nor were they able to find readily any other form of musical employment.

Further serious inroads on employment opportunities for musicians were made by phonograph recordings and electrical transcriptions. In 1938, the AFM convention at Louisville, Ky., adopted a number of resolutions that had for their purpose the curtailing of the use of such recorded music. Some fifteen resolutions were referred to the International Executive Board with full power to act. The Board immediately started negotiations with the commercial radio stations and chief national networks. The union proposed an expenditure of \$2,500,000 a year for a two-year period, thus providing additional employment opportunities for about 1,500 union musicians. In addition, the Executive Board established a Licensing System under which all records are licensed by the AFM. This plan established methods of control of

the recordings and put an end to a number of unethical practices such as "pirating" music by off-the-air recordings and re-recordings.

In June 1942, the Federation decided at its convention that no more records would be made by union members after August 1942. This was done because many radio stations no longer employed musicians and used only recorded music. Many stations used electrical transcriptions for the use of which they paid about \$30.00 per month. Some utilized ordinary phonograph records which they were able to purchase at wholesale prices and in some cases were even able to borrow. This in spite of the fact that the income of broadcasting companies had increased considerably.

Juke boxes were also throwing musicians out of work. In many parts of the country they were used in dance halls in which musicians were formerly employed. These juke boxes were also being rented out for weddings and other social occasions, with an operator to play the records, thereby replacing live performers.

It was for these reasons that the AFM decided to stop making the instruments that like Frankenstein's were destroying the jobs of its members.

Upon the refusal of the Federation to make any more records unless the companies signed union agreements that would safeguard the economic interests of the musicians, an Assistant Attorney-General of the United States brought action in the Federal Court in Chicago to compel the AFM to recede from its position. The Court decided that the Federation was within its rights and justified in taking proper means of protecting itself and its members against this mechanical competition for jobs and livelihood. Numerous other attempts to force the Federation to yield and drop its demands failed.

Some 300 recording companies have signed agreements with the AFM providing for a royalty payment to the Union to create an employment fund to make up in some measure for the members who are displaced. In many cities free public concerts are in part made possible by this fund.

At the 45th Annual Convention, Joseph N. Weber retired as President and James C. Petrillo of Chicago was elected in his place.

Last year, James C. Petrillo was brought to trial on charges of violating the Lea Act, which was commonly called the "anti-Petrillo" Law. The government's complaint alleged that Mr. Petrillo used force and coercion to require radio station WAAF in Chicago to employ more persons than needed to conduct business. In an eight-page opinion, Judge LaBuy found the Lea Act unconstitutional in that it violates the first, fifth, and thirteenth amendments. The charges against Petrillo were then dismissed.

AFL Takes Stand On Tax Exemptions

Increased exemptions for persons with incomes below \$3000 annually was asked by a special AFL Committee on Taxation headed by Vice-President Matthew Woll.

"Any tax relief program initiated by the next session of Congress should place primary emphasis on elimination of burdensome excise taxes on essential goods and services and the need for raising exemptions for those in the low income bracket, particularly that group with incomes below \$3000," declared Mr. Woll.

"Elimination of wartime controls of prices and wages re-emphasizes the need for tax relief for the many thousands of Americans who are now paying heavy taxes out of below subsistence incomes."

The Committee approved adoption of exemptions of \$1500 for single persons, \$2,500 for married couples, and \$500 for each dependent.

The Committee pointed out, however, that while unnecessary expenditures should be curtailed, it was essential that revenue to support all legitimate governmental activities and Federal health, welfare, and educational programs should be provided.

Arthur Elder, vice-president of the AFT, is tax consultant for the American Federation of Labor.

Labor Extension Service Urged

In July, 1862, the U. S. Congress enacted the Morrill Act appropriating public lands to the several states and territories to provide colleges for the benefit of agriculture and the mechanical arts. This law was broadened and amended to establish the agricultural extension service, which supplies farmers with scientific and practical aids in farming. The Department of Commerce furnishes research and technical assistance for employers engaged in trade and industry. The Government has failed to apply the provision that land grant colleges promote the welfare of the workers in the mechanical trades equally with those in agriculture.

At the last session of Congress an appropriation of \$37,000 was voted to develop plans for a labor extension service in the Division of Labor Standards. The Division hopes to meet more adequately requests from unions, universities, and other institutions engaged in labor education, for pamphlets, class outlines, film strips, and other teaching materials

on labor problems and labor history.

An Advisory Committee of five members each of the AFL and CIO has been assisting in the planning and developing of the labor extension program.

The AFL members of the Committee are:

Florence C. Thorne, Director of Research

Frank P. Fenton, Director of Organization

Nelson H. Cruikshank, Director of Social Insurance Activities

Marion Hedges, Research and Education, International Brotherhood of Electrical Workers

James Brownlow, Secretary-Treasurer, Metal Trades Department

The CIO members are: John Brophy, Kermit Eby, Vincent Sweeney, Lawrence Rogin, and Joseph Kowalski.

In the closing hours of the 79th Congress a bill was introduced to provide for a \$10,000,000 to \$15,000,000 grants-in-aid program to land grant colleges, universities, and other educational agencies engaged in workers' education. A similar bill will be introduced in the present Congress. A Committee for the Extension of Labor Education, representing all sections of organized labor, is sponsoring Congressional action to implement the original purpose of the Morrill Act of 1862 to extend the "diffusion of useful information" to industrial as well as agricultural workers.

Labor Must be Vigilant

AFL President William Green has sent a letter to all officers of State Federations of Labor urging them to communicate with members of Congress protesting against any attempts to enact anti-labor legislation and calling upon them to stand by labor.

"I greatly fear," he writes, "that attempts will be made to change the Wagner Labor Relations Act, modify the Norris-LaGuardia Act, make illegal union shop agreements, restrict the exercise of the right to strike, subject workers to civil suits for damages for participation in strikes and, in addition, enact further objectionable labor legislation similar to the notorious Case Bill which was passed at the last session of Congress." (The bill was vetoed by President Truman.)

Similar attacks on labor are anticipated in the state legislatures. In recent years eleven states have already adopted repressive measures aimed at outlawing closed union shops and curbing the right to strike.

Florida, Arkansas, Nebraska, South Dakota, and Arizona have adopted amendments to their state constitutions, either by referendum or by legislative action, to ban "closed shops." These measures are disingenuously termed "right to work" amendments. The Arkansas amendment reads as follows:

"Section 1. No person shall be denied employment because of membership in or affiliation with or resignation from a labor union, or because of refusal to join or affiliate with a labor union; nor shall any corporation or individual or association of any kind enter into any contract, written or oral, to exclude from employment members of a labor union or persons who refuse to join a labor union, or because of resignation from a labor union; nor shall any person against his will be compelled to pay dues to any labor organization as a prerequisite to or condition of employment." The others follow the same pattern.

The AFL is proceeding to fight these laws in court on the question of their legality. For they are in conflict with the National Labor Relations Act and represent an excessive and arbitrary use of police power. The fight will be carried to the United States Supreme Court if necessary.

AFL Chemical Union Makes Progress

The amazing growth of the International Chemical Workers Union (AFL) was set forth in detail in a report by the executive board to the annual convention of the union in session at Houston, Texas, showing a membership increase of 87.4 per cent in the last fiscal year.

Chartered just three years ago, the union now is spread over 36 States, the District of Columbia, three Canadian provinces and Newfoundland. As of July 31 of this year, register numbers had been assigned to 85,500 members.

In its report to the convention, the executive board said:

"Our Canadian membership has more than doubled in the past year.

"There has been a steady increase in the number of union shop contracts signed since the last convention and, with very few exceptions, our subordinate local unions have been successful in maintaining advantages gained during the war period. The majority of the subordinate locals have received substantial wage increases and, in round figures, the total of wage increases during the past fiscal year is \$25,000,000."

SPEAKING FOR AMERICA



"The faces of all working men and women must be turned everlastingly against racial and religious discrimination, and in favor of freedom, liberty, equality and democracy."
 "Prejudice and intolerance are crimes against democracy."

W. Green

242 

National Labor Service

An urgent appeal to all unions affiliated with the AFL to throw their full weight behind the drive to resist all efforts to penalize minority groups on grounds of race, color or creed was sounded by AFL President William Green. Mr. Green called attention to resolutions passed at the recent national convention of the AFL in Chicago, sharply condemning such discriminatory practices. His message said, in part:

"Specifically, first, the resolutions condemned discrimination in our trade unions on account of race, color, creed, national origin or ancestry as a disruptive and destructive evil and called upon international, local and Federal bodies to set up anti-discriminatory committees for the purpose of teaching the membership, through discussion and dissemination of literature, the dangers of discrimination to our American democratic system and world peace.

"Second, the convention declared its opposition to the practice in effect in certain Southern States designed to invalidate the constitutional rights of Negro citizens by intimidating them at the polls and by the employment of other deceptive and ter-

roristic practices to prevent these citizens from exercising their right to vote. [The convention voted also] to support the fight being made by civic, religious and labor organizations to uphold the decision of the United States Supreme Court against white primaries.

"Third, the convention condemned the Ku Klux Klan and called upon the United States Department of Justice to take necessary action toward outlawing this nefarious movement in the interests of justice and peace for our country.

"Fourth, the convention called upon all unions affiliated with the American Federation of Labor to wage an unrelenting struggle against the groups responsible for the spreading of the poison of anti-Catholicism, anti-Protestantism, anti-Semitism, anti-Negroism and other forms of racial prejudice; and urged that all possible support be accorded by the Executive Council to affiliated organizations in the American Federation of Labor in the undertaking and carrying out of an educational program calculated to promote tolerance, understanding and amity among the various groups comprising the family of the American organized labor movement."